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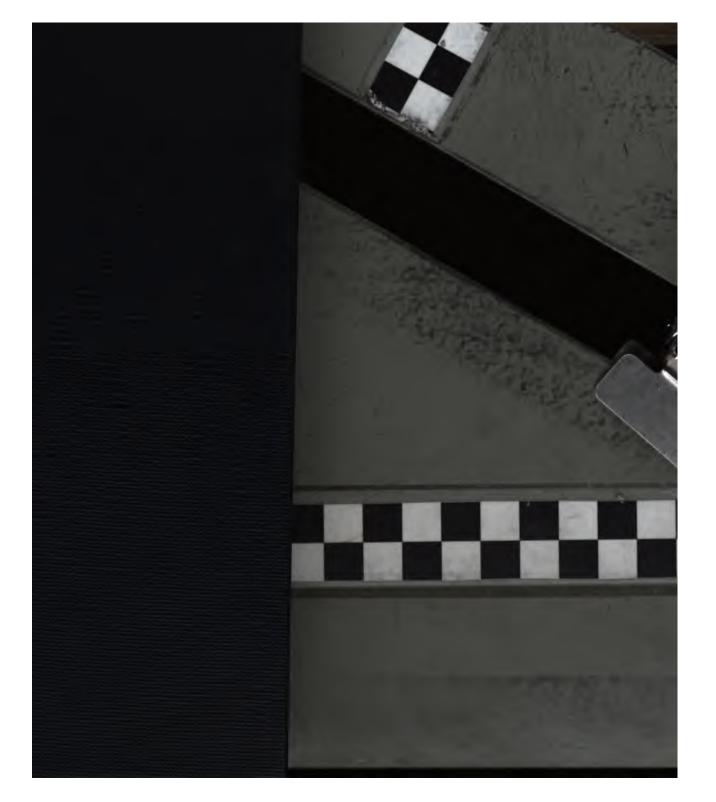
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# THE TONART:

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SACRED AND SECULAR MUSIC,

COMPRISING

Mymn Tunes, in every Mariety, Anthems, Glees, and Social Songs:

TOGETHER WITH A COMPLETE

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By EDWARD ROBERTS,

DIRECTOR OF MUSIC IN THE THIRTEENTH STREET PRESENTERIAN CHURCH, (DR. BURCHARD'S, ) AND

JOHN P. MORGAN,

ALUMNUS OF THE LEIPSIC CONSERVATORY OF MUSIC.

NEW YORK:

F. J. HUNTINGTON & Co., BROOME STREET.

### Nuo Una ITA

## PREFACE.

Ir has been the aim of the authors, in preparing this work, to prelove to sing, and will find improving for practice in the class and appropriate for use in the house of God:—at the same time it gives them pleasure to offer to lovers of good music a goodly number of entirely new pieces of the highest musical interest,—pieces which the one, and some have been marked accordingly, to prevent mistake. musician will love to study, and which can not fail to further the cultivation of a correct taste.

The elementary department is particularly rich in exercises, arranged progressively as to difficulty: among these will be found a number of two-voiced exercises, written expressly for this work, which it is hoped are better calculated for the improvement of classes, than the sadly incorrect and frivolous attempts at two-voiced composition, not unfrequently introduced into this department.

transposition of the scale will, it is trusted, prove acceptable to many who love what is chaste and noble in church music. teachers.

The exercises in this, and the succeeding singing-school departments, are arranged in such order, that keys which appear alike to the eye, are placed to practical purposes. gether.

The Glee and Part-Song department, beside many easy pieces, expressly contributed to this work, contains some of the choicest compositions of English writers, and several by modern German writers of the highest merit: The little cantata, Gipsey Life, by ROBERT SCHUMANN, is of inestimable value for concert performance, and one of the purest characteristic pieces ever written.

The metrical department exhibits a large selection of tunes in the sent to the public a collection popular in character; that is, composed various metres in common use, as well as the usual number of odd mainly of practical and easy pieces; such as choirs and schools will metres. It is believed that many new tunes are here which will deservedly become permanent favorites in the churches. Care should be taken that those tunes which have the character of chorals, are not sung too slowly; a rather animated movement is, in general, the true

The Anthem Department is, perhaps, the one in which, particularly, the Tonart will be found superior to all other collections of church music published in this country; firstly, because it contains more short and easy anthems, worthy of frequent use as opening pieces, and secondly, because it contains more gems of different styles, affording something really new, and of the greatest value for choir study :--two of the most beautiful are by Dr. Hauptmann, of Leipsic, lately deceased, and Prof. RICHTER, successor to his position as Cantor of the St. The special explanation of intervals, and the second analysis of the Thomas school,—both of them, writers to be held in reverence by all

The Chant Department contains a few pages of the best chants for

The authors tender their grateful acknowledgments to many kind friends for their valuable and generous contributions. They call attention to the compositions of Dr. A. B. EVERETT, who, by special arrangement, has contributed many pieces to this work; also to the many pleasing productions of Mr. J. H. TENNEY.

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## MUSICAL NOTATION.

#### INTRODUCTION.

- 1. Sounds having determinate heighth or depth, are called Tones.
- 2. The combination and succession of these, according to certain laws, constitute Music.
- 3. There is in nature a succession of Seven Tones, from which all music is derived.
- 4. Before a melody can be created, some tone must be chosen and fixed as the Tonic, or Key-Tone (sometimes called the keynote or governing note) of the melody. Immediately, according to the laws of nature, six other tones spring forth, at measured distances in pitch from the Tonic, and claim the sole right to attend upon it.
- 5. Any tone may be chosen as the Tonic, and the dependents will appear, governed exactly alike, in every such succession, by the Tonic.
- 6. With every tone certain other tones are associated, which are of a different pitch, but yet of such a character as to be regarded the same. Such tones are called Octaves.
  - 7. Tones possess three essential properties, viz.:

LENGTH, PITCH, and Power.

8. We shall, therefore, explain these distinctive properties under three corresponding departments, viz.:

RHYTHMICS, MELODICS, DYNAMICS.

9. Every thing relating to each of these departments will be explained under its proper head. In the practical exercises, however, we shall combine them; for, in teaching, the different departments should be blended together and taught in conjunction.

#### CHAPTER L

RHYTHMICS. NOTES, RESTS, ETC.

1. The relative length of tones is indicated by characters called Notes. They are the

Double Note, Whole Note, Half Note, Quarter Note, Eighth Note,

#### in a

4

#### MUSICAL NOTATION.

2. Corresponding characters, representing silence, in music are called RESTS. They are the

Double Rest, Whole Rest - Half Rest, Quarter Rest, F Eighth Rest, 7

Sixteenth Rest, # Thirty-second Rest, # and Sixty-fourth Rast, #

NOTE 1.—The teacher should be particular to impress upon the mind of the pupil, the fact that notes represent only relative length of tones.

NOTE 2.—Notes and rests are sometimes called Breve, Semibreve, Minim, Crotchet, Quaver, Semiquaver, and Demisemiquaver.

3. A Dot (\*) affixed to a note or rest, adds one-half to the length which it represents, e. g.:

A dotted > · equals in length F F F or F F F F |
or F F F F E &c.

A dotted F · equals in length F F f or F F F &c.

A dotted f · equals in length f f or f f f f &c.

Note.—The dot itself is sometimes dotted, which increases its value one-half, e.g.:

A F · · equals in value F F F F; a F · · equals in value F F F &c.

4. When the figure 3 is placed over or under any three equal notes, it indicates that they should be reduced to the value of two notes of the same denomination. Such groups of notes are called Triplets; e. g.:

FF equal in length to FF equal in length to FF

#### CHAPTER II.

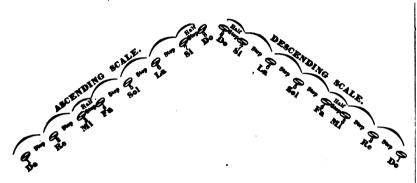
#### MELODICS. THE SCALE, THE STAFF, ETC.

- 1. It has been found agreeable to the ear, that the tones which may be used, between a tonic-and its upper octave, six in number, should be at fixed intervals in the following order:
- 2. The tonic being one, two is higher by an interval which we shall call a "Step;" three is a "Step" higher than two; four is higher than three by an interval which we shall call a "Half-step;" five, six, and seven are each a step higher than the tone preceeding, and the Octave of the tonic is a Half-step above seven.
- 3. This arrangement of tones, eight in number, is called the Diatonic Scale, or Major Diatonic Scale.
- 4. The tones of the scale, as has already been intimated, are named from the numerals

- 5. The difference in pitch between any two tones is called an Interval.
- 6. To aid the learner in striking the correct pitch of the several tones of the scale, the following syllables are used:

PRONOUNCED: Doe, Ray, Mee, Fah, Sole, Lah, See, Doe.

7. Illustration of the scale with its STEPS and HALF-STEPS, its NUMERALS and SYLLABLES.

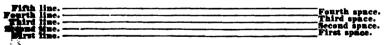


Norz.—The same tones are used in the ascending and descending scales.

8. To enable one readily to determine the relative pitch of tones, we have a character called the STAFF; which is composed of five horizontal lines with their four intermediate spaces.  $e.\ g.$ :



9. Each line and each space of the staff is called a Degree; there are, therefore, nine degrees in the staff, counting upwards each line and space from the lowest. e. g.:



Note.—The tones of the scale are also called degrees.

10. When more degrees are wanted than the staff provides, Shorr lines above and below the staff are used, called *lines above* and *lines between them* are called *spaces above* and *spaces above* and *spaces above* and *spaces* 



11. The degrees of the staff are named after the first seven letters of the alphabet:

12. In order to name all the degrees of the staff, including the added lines and spaces, these letters have to be repeated.

Note.—Observe that this series corresponds with our scale of seven tones.

13. There are two kinds of staves in general use; they are distinguished by characters placed upon them called Clers.

Note.—These clefs are sometimes called the Bass and Treble clefs.

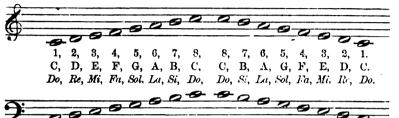
14. The F clef being placed upon the fourth line, determines the pitch of that line to be F, from which the other letters occur in alphabetical order upwards; and downwards by the invertion of that order.

15. The G clef being placed upon the second line determines the pitch of that line to be G, from which the other letters occur alphabetically as above. e. g.



Note.—The letters are permanent, and represent Absolute Pitch; but the numerals and syllables accompany the scale into every new position.

16. We will now place the scale upon the two staves, accompanied by the corresponding numerals, letters and syllables, e, q.



Note 1.—The scale, by common consent, is first based, or placed on C; i. e. C is chosen as one of the scale.

NOTE 2.—The teacher should here remind the pupils of the steps and half-steps as they occur in the scale.

while it remains on C the half-steps necessarily occur between E and F, and B and C; but should it be placed upon any other degree, that is, should any other degree be chosen as tonic, or one of the scale, the intervals between the various degrees of the scale, in its new position, must be the same as in the first position.

More of this hereafter.

#### CHAPTER III.

RHYTHMICS RESUMED .- BARS, MEASURES, ETC.

Wed Bans, into small, equal portions, called Measures. e. g.:



Note.—In saying that music is divided into equal parts, the pupil must understand that we speak not of the distances of bars from each other, but of the contents of measures.

- 2. In Chapter I the relative length of tones, as indicated by the different forms of notes, was explained. The degree of quickness, however, depends not upon the particular kind of note, for notes represent only relative length, but upon the kind of note chosen to represent a given time.
- 3. If, for example, we give four seconds to a whole note, we must allow two seconds to a half-note, and one to a quarter-note; but if we give two seconds to a whole-note, we must allow but one second to a half-note, and one second to two quarter-notes, &c.
- 4. When, in the same piece of music, we have consecutive measures filled with notes or rests of different values, the young student is very 17. The scale has not, necessarily, any fixed position on the staff; prone to allow too much time to the quarter and eighth-notes, and too little time to whole-notes and half-notes.





5. How shall this be remedied? We shall see.

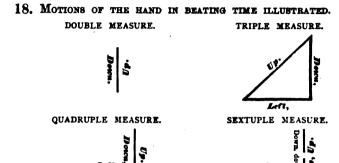
At certain points, at equal distances, throughout a piece of music. I For convenience in computation, music is divided by vertical the voice is delivered with special distinctness and force. This force is called ACCENT.

- 6. A close observation will distinguish two degrees of accent. These we shall call the primary and secondary accents.
  - 7. Accents recur in regular order, and at equal intervals of time.
- 8. The interval from one primary accent to the next indicates the boundary of a measure.
  - 9. The bars mark the boundaries of a measure.
- 10. The order in which the accents recur, in any piece of music, is called its Rhythm.
- 11. There are four kinds of Rhythm in common use; these are distinguished by the structure of the measures which they severally require.

Note.—Much of the delicacy and expressiveness of music depends upon accent. By neglect of this, a properly beautiful composition is often made dull, heavy, and unmeaning; while careful attention to it will give beauty to some of the plainest melodies.

- 12. A measure consisting of two parts, the first being accented and the second unaccented, is called Double Measure.
- 13. A measure consisting of three parts, the first being accented and the other two unaccented, is called TRIPLE MEASURE.
- 14. A measure consisting of four parts, the first having the primary accent, the third having the secondary accent, and the second and fourth being unaccented, is called QUADRUPLE MEASURE.
- 15. A measure consisting of six parts, the first having the primary learning to keep broken time. accent, the second and third unaccented, the fourth having the secondary accent, and the fifth and sixth unaccented, is called Sextuple
- 16. The remedy for errors in keeping time now suggests itself. It is as follows:

Let each part of a measure be indicated in some way by the pupil.



NOTE 1.—Sextuple measure, in quick movement, is often indicated by two motions of the hand, downward and upward, (Down, Up,) in which three parts of the measure must be spoken to each beat.

NOTE 2.—In learning to beat time, the pupil should be particular to make each beat promptly, and to speak the note or notes belonging to each part of a measure in exact time.

19. Every beat may be divided into two periods, the period of motion and the period of rest. When two tones are to be made on a single beat, let one be made while the hand is in motion, and the other while the hand is at the point of rest.

Note.—A careful observance of article 19 will very materially aid the pupil in learning to keep broken time.



20. For convenience, figures are generally placed at the beginning of a piece of music to indicate the kind of measure used, and the kind of note chosen to represent the part of a measure. They appear in a fractional form, thus:

2 2 2 3 3 3 3 4 4 6 6 6 6

Note.—9 and 12 measure do not often occur in collections of sacred music; in secular music, however, they are not uncommon. The 2 measure is generally indicated by three motions of the hand, (down, left, up.) and three parts of a measure (a property or or con a sung to a beat. The 12 measure is generally indicated by four motions of the hand, (down, left, right, up.) and the same number of part measures are sung to a beat as in 2 time. 4 measure, in many collections of Psalmody, is marked and 3 thus,

The numerator denotes the number of parts in a measure, and the denominator the kind of note chosen to represent or to fill each part.

21. In each kind of measure, as indicated above, there are three varieties; the only difference existing is in the note chosen to represent the part of measure.

Note.—The pupil must not forget that the rapidity of a movement does not depend on the kind of notes used, for half notes, in one piece of music, may be sung as rapidly as quarter notes in another.

22. When a tone begins on the unaccented part of a measure and is continued on the accented part, the accent is said to be inverted; such a tone is called a "Syncope," and the note representing it is called a "SYNCOPATED NOTE."

#### EXAMPLE.



#### CHAPTER IV.

TIES, SLURS, ETC.

to one syllable they are connected by a character called a Trz, e.g.: placed over the part which is to be repeated, e.g.



2. When two or more tones, on different degrees of the staff, are to be sung to one syllable, the notes representing them are joined by a character called a "SLUR," e. q. :



3. When eighth, sixteenth and thirty-second notes are thus used, they are joined as follows:



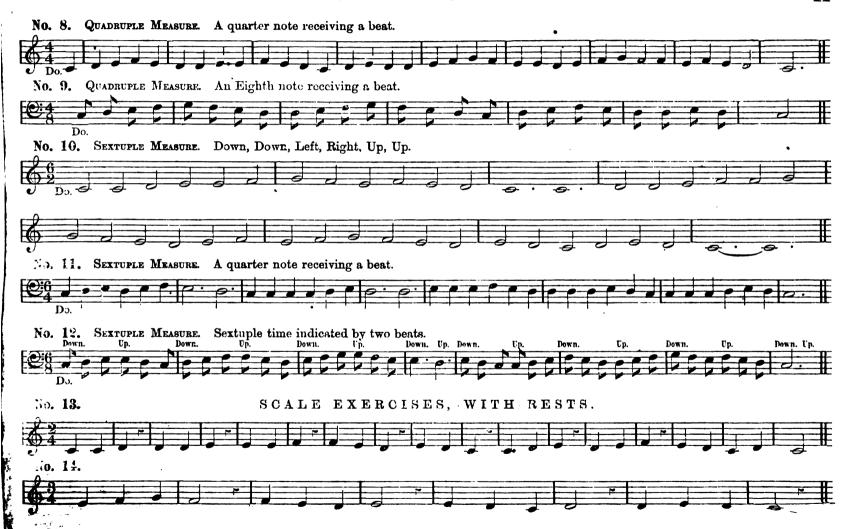
- 4. A pause or Hold (^) placed over a note, rest or bar, denotes that the time is to be prolonged. The duration of this suspension of time must be determined by the performer, as no definite rule can be given for it.
- 5. When any part of a piece of music is designed to be sung twice, 1 When two or more notes, on the same degree of the staff, are to the word "Bis," (signifying twice,) enclosed by a line, is sometimes

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#### MUSICAL NOTATION.

#### PRACTICAL EXERCISES.





#### MUSICAL NOTATION.

No. 15.



Note.—It is recommended, in these exercises with rests, that the pupils at first, be directed to name them (the rests,) as they occur. Thus: Do, Do, Res, Res, Re, Re, Re, Mi, Rest, &c. When Exercise No. 15, is practiced, let the pupils, at first, name the rest, or speak the beat before naming the note or notes following. Thus: Rest, Do, Do, Do, Rest, Re, Re: or Down, Do, Do, Do, Do, Down, Re, Re, Re. The rests may be named or beats spoken audibly, at first, then in a whisper, and finally they may be silently observed.

No. 16.



CHAPTER V.

MELODICS CONTINUED. THE EXTENDED SCALE, ETC.

The scale may be extended above or below what has already been presented, but the relations will remain the same, that is, if eight of our present scale be taken as one of the extended, the intervals will occur in precisely the same order as before. The same is true of the extended scale below.

No. 1.

(C:4

Da St. Ea. An)







#### CLASSIFICATION OF VOICES.

- 2. The human voice is generally divided into four classes: First, lower male voices, Bass; Second, higher male voices, Tenon; Third, lower female voices, Alto; Fourth, higher female voices, Soprano.
- 3. We will illustrate the general compass of the different voices, as follows:



4. It was illustrated in Chapter IV, that four voices may be written, each upon a separate staff, or two voices upon the same staff.

The latter method is often used in Psalmody, and is very convenient, as it shows the correct relation of the voices.

NOTE 1.—The term voice is used to designate a part to be sung.

Note 3.—In this country the relation of voices, when each voice is written upon a separate staff, has been deranged by some person, who, very injudiciously, placed the Tenor where the Soprano properly belongs, and the Soprano in the Tenor's significant place. This method, however, has now become so general in collections of manualc that we feel, in a measure, compelled to adopt it.

#### CHAPTER VI.

#### MELODICS .-- THE CHROMATIC SCALE.

- 1. The Major Diatonic Scale consists of five steps and two half-steps. Each step of this scale may be divided into half-steps, which, together with the half-steps already existing, make a scale of Half-Steps. This is called the Chromatic Scale.
- 2. The characters used to indicate these divisions of steps are the Sharp (#) and the Flat(b).
- 3. A note on the staff, preceded by a sharp, indicates a pitch one half-step higher than would be indicated by a note on the same degree without the sharp.
- 4. A note on the staff, preceded by a flat, indicates a pitch one halfstep lower than would be indicated by a note on the same degree without the flat.
- 5. The significance of a sharp or a flat may be terminated by a sign called a NATURAL (1).
- 6. The significance of flats or sharps, when placed at the beginning of the staff, forming what is called the Signature, extends through the piece of music, unless terminated by naturals.
- 7. The significance of a sharp, flat or natural, when introduced in any part of a piece of music, extends through the measure where the character occurs, and onward from measure to measure when the notes are upon the same degree. When thus used, sharps, flats and naturals are called Acodemy A.

#### · ASCENDING SCALE

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Letters.	Ü	# C#	Ď	$^{''}D\sharp$	${f E}$	$\mathbf{F}$	F#	G	G#	A	A#	В	C
Syllables,	Do	Do	$\overline{\mathbf{R}}\mathbf{e}$	Re	Mi	Fa	$\overline{\mathbf{Fa}}$	Sol	Sol	La ·	La	$ar{ ext{Si}}$	Ďυ
or	Do	$\mathbf{Di}$	Re	$\mathbf{R}\mathbf{i}$	Mi	Fa	$\mathbf{Fi}$	Sol	Se	La	$\mathbf{L}\mathbf{i}$	Si	$\mathbf{Do}$
Pronounc'd	Doe	Dee	Ray	Ree	Mee	Fah	Fee	Sole	See	$oldsymbol{L}aoldsymbol{h}$	Lee	Sec	Doe
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<b>7</b> :		1		#0		-0	- <b>*</b>		120		# <b>-</b>	I	<del></del>

#### DESCENING SCALE.

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					<del></del>					0		-69
C	В	Bb	Α	$\Lambda \flat$	G	Gb	$\mathbf{F}$	${f E}$	$\mathbf{E_2}$	$\mathbf{D}$	$\mathbf{D}_{\mathcal{D}}$	Ū
Dο	Si	Sì	La	La	Scl	Sol	Fa	Mi	Mīi	$\mathbf{Re}$	$\widetilde{\mathbf{Re}}$	$\mathbf{D}_{0}$
Do	Si	Se	La	Le	Sol	Sc	Fa	Mi	Me .	$\mathbf{R}$ e	Ri	$\overline{\mathbf{D}}$
$\overline{Doe}$	See	Say	$\widetilde{Lah}$	Lay	Sole	Say	Fah	Mee	May	Ray	Rec	$\bar{Do}$
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F				I	T	<u> </u>					100	

NOTE.—As it is difficult to acquire a ready use of the syllables in the Chromatic Scale, where the vowel is changed, as Do, Di, La, Lc, &c, and as there is a liability to mistake the change of syllable for the change of sound, it is recommended to use the syllables of the Diatonic Scale as given in the first example above; the syllables with the vowels changed are given to be used if preferred.

- 8. Each degree of the Chromatic Scale preceded by a sharp or flat is named after the degree of the staff on which it appears to the eye, with the word sharp or flat affixed, thus, C sharp, D sharp, F sharp, B flat, A flat, G flat, &c.; but in naming degrees by the numerals it is proper to say, sharp one, sharp two, flat seven, flat six, &c.
- 9. A Double Sharp (\*) is used before a note on the staff, already afsold by a sharp, to indicate a pitch one half-step higher than a note the same degree affected only by the single sharp.

- 10. In order to restore such note to its signification as influenced by a sharp only, a character made up of a natural and a sharp is necessary. (##)
- 11. A Double Flat (bb) is used before a note on the staff, already affected by a flat, to indicate a pitch one half-step lower than a note on the same degree, affected only by the single flat.
- 12. In order to restore such note to its signification as influenced by a flat only, a character made up of a natural and a flat, is necessary. (15)

Note.—In the following exercise three tones of the chromatic scale are presented. The teacher is recommended to introduce them with great care, and see that the chromatic tones are correctly made.

#### MUSICAL -NOTATION.

## PRACTICAL EXERCISES. CHROMATIC. No. 1. No. 4. No. 5. No. 6.

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#### CHAPTER VII.

1. Melodies proceed not only by regular successive degrees of the scale, but also by skips. The most natural skips are those made in singing one, three, five, and eight. (Do, mi, sol, do.)

Note.—We insert the following suggestion, as it may aid the young pupil in acquiring the ready use of the syllables.

2. When Do is on a line, Mi, Sol and Si will be on lines, and Re, Fa, La and Do, (the octave,) will occupy spaces; but when Do is on a space, Mi, Sol, and Si, will also be on spaces, and Re, Fa, La, and Do, (the octave,) on lines, e. q.:



3. Before drilling the pupils in the following exercises, the teacher is recommended, first to write the scale on a blackboard, and intro-moving his position from note to note, observe a regular measure.

duce the practice of skips by directing the pupils to sing the notes to which he successively points, in the following, or similar order:

#### ASCENDING SCALE.

Do, Re, Mi. Mi. Do. Mi. Do. Do, Re, Mi, Fa. Fa. Do, Do. Fa. Do, Re, Mi, Fa, Sol,

#### DESCENDING SCALE.

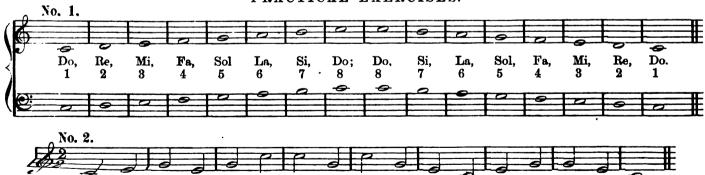
Sol, etc.

Do, Si. Do, Si, La. Do. La. Do, Do, Si, La, Sol. Do. Sol. etc.

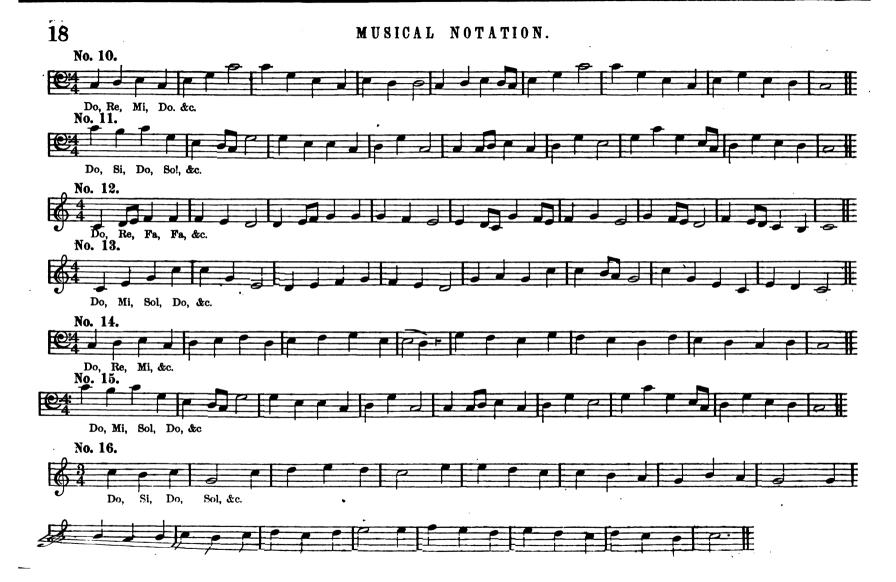
Do,

Norm.—In practicing the foregoing exercise, it is important that the teacher, is

#### PRACTICAL EXERCISES.



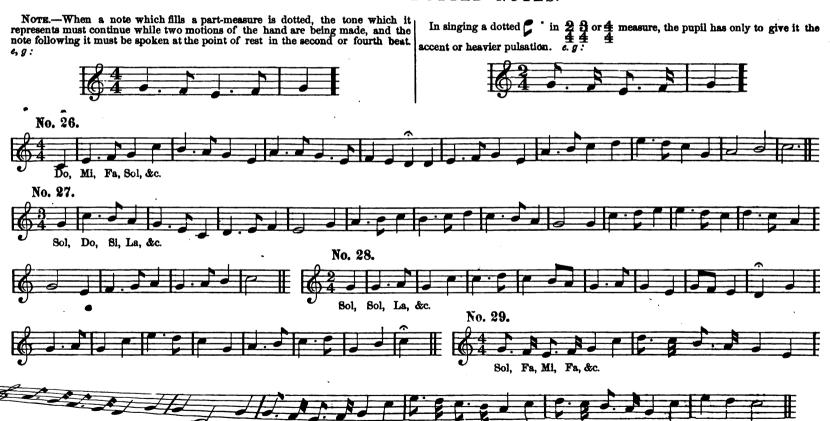








#### EXERCISES IN DOTTED NOTES.







#### 22

#### CHAPTER IX.

#### TRANSPOSITION.

- 1. Ir was stated in Chapter II that, by common consent, the scale was first based upon C; and as half-steps occur between 3 and 4, and 7 and 8, these intervals were necessarily established between E and F, and B and C. If the scale were based upon C only, music would be confined within very narrow limits, and much of the variety we now have would be unknown to us. This need not be. The scale may also be based on any other tone, that is, any other tone may be chosen as one of the scale.
  - 2. When this is done, the Scale is said to be transposed.
- 3. Although there really is but one scale, and transposition is but the moving of the scale from one position to another; yet, for convenience, we speak of different scales, calling each after the tone on which it is based. Thus: the scale of C, the scale of D, the scale of E, &c.
- 4. Any tone upon which the scale is based is called the Tonic, or KEY-Tone. When a piece of music is based on C, it is said to be in the key of C; when based upon D, it is said to be in the key of D; when based upon Ab, it is said to be in the key of Ab, &c.

Note.—The pupil will remember that in all *Major* tunes, Do and *one* are on the Tonic; in other words, the syllables and numerals pass with the scale to every new position.

5. There is but one Major Diatonic Scale; hence it is evident, that from whatever point the scale may start, the order of its intervals must remain the same, which order is as follows:

1 step, 2 step, 3 ½ step, 4 step, 5 step, 6 step, 7 ½ step, 8.

6. When any new position for the scale is sought, if the tones represented by the letters do not preserve this order, then some other tone are that will preserve it, must be taken.

7. Before presenting the theory of transposition in its natural rela-

tions, we will attempt to unfold some of its mysteries by the follow illustrations:

The Scale, when it was based upon C, determined the intervals tween the letters thus:

8; In the Chromatic Scale we have five additional tones, which, gether with the tones of the Diatonic Scale, form a scale of h steps. e. g.

ASCENDING SCALE.

C C# D D# E F F# G G# A A# B C. 1 1# 2 2# 3 4 4# 5 5# 6 6# 7 8.

DESCENDING SCALE.

C B B<sub>2</sub> A A<sub>2</sub> G G<sub>2</sub> F E E<sub>2</sub> D D<sub>2</sub> C. 8 7 7<sub>2</sub> 6 6<sub>2</sub> 5 5<sub>2</sub> 4 3 3<sub>2</sub> 2 2<sub>2</sub> 1.

NOTE 1.—The Chromatic Scale is here and thus presented in order that we is conveniently refer to it during the following explanations.

NOTE 2.—In every new position, in which we shall place the scale, the let with the numerals and syllables under them, will first be presented in their or with the half-steps between E and F and B and C.

9. Let us now base the scale upon D, thus:

- 10. The pupil will see at a glance that this scale, as it stands, can of no service to us, because the half-steps, instead of being between and 4, and 7 and 8, are between 2 and 3, and 6 and 7.
- 11. What shall be done to make the scale of D available? We see. By referring to the Chromatic Scale, we find between the to represented by F and G, a tone called F#.

The interval between E and F# is a step, and that between F#

G is a half-step. We also find between the tones represented by C and D a tone called C#. The interval between B and C# is a step, and that must find tones that will correct this order of intervals. between C# and D is a half-step.

12. Now, if we adopt these two tones, F# and C#, in the scale of D, rect order of intervals, they will indicate the tones required. e. g. the order of intervals will be correct. e. a.

NOTE.—Observe that F and C are no part of the scale of D; but F\$ and C\$ are essential parts.

13. It is evident, therefore, that in order to secure the tones F# and Ct. their use must be indicated. This is generally done by placing a sharp (#) upon F and C at the beginning of the staff. e. g.:



14. Characters (flats or sharps,) thus placed, form the Signature, or sign of the key. Thus, F# and C# constitute the signature (sign) of the key of D.

Note.—Fs and Cs are also the signature of the key of B Minor, (a scale not yet explained) the relative Minor of D. The key of D, however, is readily distinguished from B Minor by referring to the last note in the Bass, which, in the key of D, is found on D; but in the key of B Minor, on B.

15. Let us now base the scale upon E. We will place the letters and numerals as before. e. q.

16. Here the half-steps occur between 1 and 2, and 5 and 6. We

17. If, under the letters, we place the numerals, preserving the cor-

18. It will be seen at once, that 2, 3, 6 and 7 of the scale of E require the tones F#, G#, C# and D#. We will use them. e. q.

Note.—Observe that F, G, C and D are no part of the scale of E; but F\$, G\$, C\$ and D# are Essential parts.

Note.—F\$, G\$, C\$ and D\$ form the signature of the key of E.

19. Let us now base the scale on the tone E, a half-step below

20. It is evident that the tones represented by A and B do not belong to the scale of Eq. By referring to the descending Chromatic Scale, we find between the tones represented by G and A, the tone Ab; and between the tones represented by A and B, the tone B. If we adopt these tones, the order of intervals will be correct. e. a.

Note.—When any degree of the staff is influenced by a flat or a sharp, its octaves are also influenced by the same.

21. We will present one more illustration. Let us base the scale upon F. e. q.

F G A B C D E F.
1 2 3 4 5 6 7 8
Correct order, 1 2 8 4 5 6 7 8

The order of intervals is incorrect; but if we adopt the tone B<sub>2</sub> the order is corrected. e. g.

22. In this manner the theory of the transposition of the scale into any position may be illustrated.

NOTE TO THE TEACHER.—In our own experience, we have found no difficulty in explaining, to the entire satisfaction of any pupil, the theory of transposition, by first presenting it as in the foregoing illustrations.

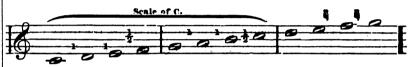
#### CHAPTER X.

#### FARTHER EXPLANATION OF TRANSPOSITION.

- 1. The following explanation of transposition is of the highest importance, for it has the advantage of presenting the most nearly related scales in a position analogous to that naturally assigned to them in the course of a musical composition.
- 2. It has been shown before, that between the consecutive tones of a major scale, there are two kinds of intervals, viz.: steps and half-steps; and that the half-steps are found between three and four and between seven and eight, the intervals between the other tones being steps.
- 3. This renders it possible to divide such a scale into two halves, exactly similar in their intervals, the interval between the two halves being a step.



- 4. It is evident, that, as the second half is like the first, it can also serve as first half of a similar scale, the Tonic of which will be G, and that, in order to complete this scale of G, we have only to affix a second half, like the first in its intervals, leaving a step between the two halves.
- 5. As a scale is always formed upon eight consecutive degrees of the staff we will annex the necessary four degrees for the second half of our G scale, and examine the intervals afterwards.



6. We find all the intervals correct until we come to that between the sixth and seventh degrees of our G scale E-F, which is too small by a half-step, and on looking at the next interval, F-G, we find it too large by a half-step; if, therefore, we adopt the tone, F#, which is a step above E, and a half-step below G, we shall obtain the correct proportions, and our G scale appear as below.

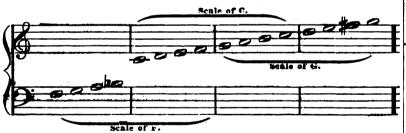


- 7. There is then but one tone in the scale of G which is not found in the scale of C, viz.: F#, instead of which the scale of C has F, accordingly these two scales differ from one another as to their contents, as little as it is possible for two scales to differ, and are, therefore, said to be in the first degree of relationship.
- 8. It is evident also, that, the two halves being of like proportions, the *first* half of our C scale can serve as second half of another similar scale, which plainly will begin on F.

new scale, and rectify the intervals afterwards.



9. The first two intervals are correct; but that between the third and fourth degrees, which should be a half-step is a step, and that between the fourth and fifth or between the two halves, is a half-step, whereas it should be a step; if therefore, we adopt the tone Ba, which is a half-step above A and a step below C, we shall obtain the correct proportions for the scale of F, and our three scales of C, G, and F, will appear as below in their relation to each other.



10. This connection of three scales, two of which stand each in the first degree of relationship to the central scale, is of the greatest importance in the construction of musical compositions; and although we are not here studying composition, still it will be very greatly to our the visiting to know of this relation, and observe the use of these related is that of return, of approaching rest and cessation of movement, and its The and the natural effect of their connection.

And dught in some very short compositions we find the applica- of the key of the Tonic as central and chief key.

We will prefix the four degrees necessary to form the first half of our tion of a like principle in the connection of the chords only, the key not being changed, still in the majority of good compositions which extend beyond the limit of, perhaps, eight or nine measures, we have the principle carried out in the order of madulation from key to key.

> NOTE.—We shall here use the word key as synonymous with scale, for although there is a distinction there is no difference which can create any confusion. The scale is found in the movement from tone to tone, and the key in the movement from chord to chord; but the singer has only to observe that he is to look for the outward sign of modulation, not alone in the particular voice he may be singing but among the whole number of voices as they meet, forming the chords of the various keys used.

> 12. We will indicate, in as few words as possible, this natural order, hoping that the observant student may derive benefit from these hints.

> I. The key standing in the place of our scale of C, in the last example, is called the Key of the Tonic, and is the chief key of the composition, and the natural point of beginning and ending, the point from which we start, and to which we naturally return.

> II. The Key corresponding with our scale of G. i. e. the key, the tonic of which is the tone which was fifth degree of the chief Key, is called Key of the Dominant, and the natural demand for progression forwards, and upwards from the point of beginning to the point where we begin to return to the rest and cessetion of movement found in the close, is most properly met by modulation into it and into keys lying on that side of the Key of the Tonic on which the key of the Dominant lies, viz: its Dominant, &c. (where C is the chief key, the key of D,) thus the first modulation, which is more than a passing touch upon a related key, is generally to the key of the Dominant.

> III. The Key corresponding with our scale of F, in the last example, the tonic of which is a fifth below that of the chief Key, or its fourth degree, is called the Key of the Subdominant, and its most natural place is towards the end of a composition, as the effect of modulation into it use preparatory to the close, establishes most thoroughly the position

- relation; its special study can of course only be attempted as part of a two extreme keys of which, in their relation to the central key, estabregular course in Composition. We can only add a few general relish it as key of the Tonic. marks, and then finish our explanation of transposition.
- 14. In a composition in *Minor*, the relative Major key generally fills the place of Key of the Dominant.

The use of the Key of the Sub-dominant is not so essential as that of the Dominant, still its omission seems to leave a certain imcompleteness in the triad of keys, so to speak, a sort of one-sidedness in the composition.

#### CONTINUATION OF TRANSPOSITION.

15. If we look again at the last example we readily see that the relation between the keys of F and C, is precisely the same as that between C, and G, and (beginning from the G side,) the relation between G and C, the same as that between C and F. We can then, of course, form another triad of keys on the Dominant side by taking the present key of the Dominant for the key of the Tonic, and affixing a like half to the second half of the key of G, obtain its Dominant, leaving the key of C in the position of Subdominant in a new triad of keys, viz:



- 16. We have here, as is usual in musical compositions, indicated the key of the Tonic by the signature, and the tones of the two related scales, which differ from those of the scale of the Tonic by accidentals.
- 17. The course of procedure, then, in transposition towards the Dominant side from any given key, is to affix a new, like series of four tones to the second half of the scale of the Dominant, thus obtaining its Dominant, and dropping the first half of the scale of the Subdominant,

13. Want of space forbids our doing more than thus indicating this first half of the scale of the Subdominant of our new triad of keys, the

- 18. We need now only give an example of transposition towards the Subdominant side. If we take again the scale of C as scale of the Tonic. we have, of course, as Dominant, the scale of G, and as Subdominant, the scale of F.
- 19. Now if we prefix another series of four tones to our scale of F. adjusting the half-steps so as to obtain the correct proportions, we have the scale of By for a new Subdominant key, and dropping the second half of the scale of G, we have its first half only in its office as second half of the scale of C, which now becomes Dominant instead of Tonic, and, with the scale of Bo, (the new Subdominant,) determines the central scale of F as scale of the Tonic, and the triad of keys will appear as follows:



20. It is a very beneficial habit always to connect with the idea of any given key indicated by the signature of a piece, the idea of its related keys of the Dominant and Subdominant, since it is only a very limited composition which can depend in its construction upon one key alone.

#### CHAPTER XI.

#### MELODICS. -INTERVALS.

1. WHEN the Major Diatonic Scale, in its regular progression of steps and half-steps, was explained, the term Interval was used to deto have the tones which formed its second half only in their office as signate the difference between any two adjacent degrees of the scale.

- namely, to denote the relation in which one tone stands to any other in respect to difference of pitch.
- 3. An interval, in this sense is reckoned from the lower tone upwards, and derives its primary name from the number of degrees of the staff which it embraces, counting the degree upon which the lower note is written, as one.
- 4. The interval between two tones on the same degree of the staff is called a Prime.

Note.—If the tones are of the same pitch they are said to be in Unison.

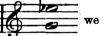
- 5. From any degree to the next one is called a Second; to the next but one, a Third; to the next but two, a Fourth, and so on.
- 6. This is the case, no matter on what degree of the staff or scale the lower tone stands; thus from any one degree to the fifth above is





we obtain, of course, different kinds of fifths; but if in-

stead of example b, we write b = b we obtain, not a *fifth*, but



a sixth, because the degrees from the lower to the upper tone are six in number.

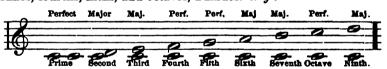
- 7. It is now plain that, as these differences exist between intervals of the same number of degrees, and, therefore, the same primary name, we must attach something to this primary name to indicate the exact difference in pitch between the two tones, i. e. the kind of prime, fourth, sixth, or whatever it may be, we intend to designate.
- 8. The best and quickest way to arrive at a correct knowledge of all these intervals, is to take the series of intervals from the tonic upwards to the other tones of the Major Diatonic Scale, with which we are al-

2. There is a more comprehensive sense in which this term is used, ready acquained, as standard intervals, and learn what are the differences between them and the various other intervals which may be used.

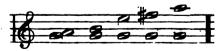
> 9. Comparing the tones of the Major scale of C in succession with the tonic, we have the following series of standard intervals:



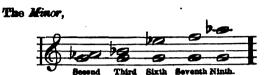
- 10. We extend the series as far as the ninth, because (although the intervals above the octave are generally reduced to their relation in the lower octave, i.e. any higher E is reckoned as a third above any C, &c. ) the ninth often stands in a different harmonic relation from the second, and therefore a distinction must often be made.
- 11. These intervals from the tonic of a Major scale are naturally divided into two distinct classes, as follows:
- 12. Seconds, Thirds, Sixths, Sevenths, and Ninths, which result from the Major scale, taking its first tone for lower tone, are called Major. Primes, fourths, fifths, and octaves, Perfect. e. q.



- 13. These two classes of intervals are essentially different in character, and must never be confounded.
- 14. The intervals of like primary name, which differ from these standard intervals, may be classed as follows:
- I. Minor intervals, which are smaller than Major intervals of like primary name, by a half-step; thus the Major intervals from G are



#### MUSICAL NOTATION.



II. AUGMENTED intervals, which are larger than Major or perfect intervals (of like primary name) by a half-step. e. g.

The Major and Perfect intervals from A are



Note.—Augmented thirds, sevenths, and ninths cannot be used; the reason of this we have no space to fully explain here, but can only indicate the general principle that, on account of the peculiar nature of perfect intervals, intervals which sound so nearly like them as, for example, would the augmented seventh like the perfect octave, can not be used; this does not account for the exception of the augmented ninth, which can be explained only in connection with the study of harmony, for which, as the best text book extant, we would refer the student to Richter's Manual of Harmony, published by G. Schirmer, 701 Broadway, N. Y.

III. DIMINISHED intervals, which are smaller than Minor or perfect intervals (of like primary name) by a half-step. e. g.

The Minor and perfect intervals from B are



#### The diminished



NOTE.—There can, of course, be no interval smaller than the perfect prime. For the exception of the *second*, sixth, and ninth, we need only refer to the note under Augmented Intervals.

15. We cannot here enter more minutely into the study of intervals; the intelligent teacher will readily perceive how to use the guide we have given in making the intervals from the first to the other tones of the Major scale, i. e. the major and perfect intervals the standard.

16. We give, in closing, a General View of all practicable intervals, taken from Richter's Manual of Harmony, mentioned in the note under Augmented Intervals.





No. 2.



No. 3.





Note.—The foregoing statements have been made for the purpose of suggesting to those who are learning to read music, the importance of first ascertaining what interval is to be made; then, having determined this, they will be better able to strike the correct pitch. The careful study of this chapter will enable the pupil to compute intervals rapidly.

#### CHAPTER XII.

MELODICS-THE MINOR SCALE.

1. Besides the Major Diatonic Scale, there is another called the the MELODIC FORM and the HARMONIC FORM. c. g.

Minon Scale. This differs from the Major scale in the order of its intervals.

- 2. The marked difference between the Major and Minor scale is in the Third; that of the Major being a Major third, while that of the Minor is a Minor third.
- 3. The Minor scale is based upon the sixth degree of its relative Major; that is, the sixth of the Major scale (La,) becomes one of the Minor Scale.
- 4. Every Major scale has its Relative Minor, and every Minor its Relative Major scale.
- 5. There are two forms of the Minor scale in use; they are called the Melodic Form and the Harmonic Form. c. g.

#### MINOR SCALE-MELODIC FORM.

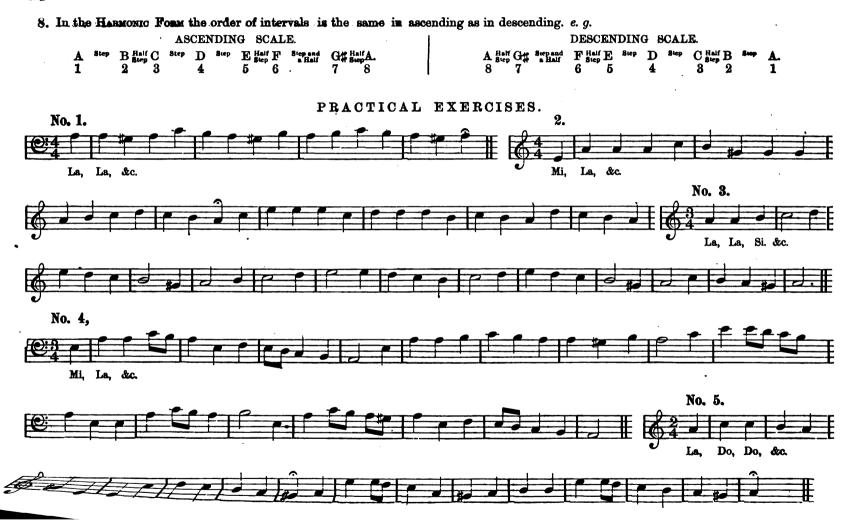


#### MINOR SCALE-HARMONIC FORM.



- 6. The order of intervals in the ascending scale of the Melodic Form is as follows. e. g.
- 7. The order in the descending scale, however, is thus:

#### MUSICAL NOTATION.



#### CHAPTER XIII.

#### MELODICS-PASSING TONES-TURN AND TRILL.

- 1. Ornamental tones, which do not essentially belong to it, are often introduced into a melody. They are called Passing Tones, and are sometimes represented by notes of smaller size than the other notes in the piece.
- 2. When a passing tone precedes an essential tone, on an unaccented part of a measure, it is called Appropriatura.



3. When a passing tone follows an essential tone, on one unaccented part of a measure, it is called an Africa Tone.



4. A rapid succession of a tone with the tones of the scale next above and below it is called a TURN.



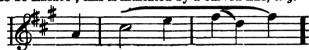


#### CHAPTER XIV.

#### DYNAMICS-DEGREES OF POWER.

- 1. A medium force of tone is called Mezzo; it is marked mez. or m.
- 2. A force of tone softer than Mezzo is called Piano; it is marked Pia or p.
- 3. A force of tone louder than Mezzo is called Forte, it is marked for or f.
- 4. A force of tone softer than Piano is called Pianissimo; it is marked pp.
- 5. A force of tone louder than Forte is called Fortissimo; it is marked ff.
- 6. A force of tone louder than Piano and softer than Mezzo is called Mezzo Piano; it is marked mez. pia. or mp.
- 7. A force of tone louder than Mezzo and softer than Forte, is called Mezzo Forte; it is marked mez. for. or mf.
- 8. A tone sustained with equal force throughout its whole duration is called an *Organ Tone*; it may be marked thus
- 9. A tone beginning *Piano* and gradually increasing to Forte, is called Crescendo; it is marked thus: cres, or
- 10. A tone beginning Forte and gradually diminishing to Piano is called Diminuendo; it is marked thus: dim. or
- 11. A union of Crescendo and Diminuendo is called a Swell; it is marked thus:
- 12. A sudden crescendo is called a Pressure; it is marked > as ==

- 13. A tone suddenly struck and instantly diminished is called Sforzando or Explosive; it is marked thus: sf or >
- 14. A melody performed in a smooth, and closely connected manner is said to be Legaro; this is indicated by a curved line, e. g.



- 15. Tones produced in a short and detached manner are said to be Staccato; they are marked thus:
- 16. Tones produced in a somewhat less short and detached manner are said to be Half Staccato; they are marked thus;

#### CHAPTER XV.

## PRACTICAL SUGGESTEURS .- VOCAL UTTERANCE

- 1. A person may acquire great proficiency in the art of reading mucic, and yet, owing to an imperfect delivery, be a very ordinary singer. It is, then, of the utmost importance that teachers, at the very outset, with diligence, instruct their pupils in the art of Vocal Utterance.
- 2. A tone should be produced in an instantaneous, decided, and firm manner; without unsteadiness, hesitancy, or drawling.
- 3. A tone correctly produced is full, clear, round, open, and free from the admixture of other sounds. The ability to produce such a tone is acquired only by constant and assiduous practice.
- 4. A good voice is not entirely the gift of nature, for ordinary voices, by thorough practice, acquire great sweetness and delicacy. This is first done by scale exercises upon the open vowels, and afterwards upon the broad, stender, and short vowels.

Norz — The voice should not be forced in any way, but suffered to gradually impanied by an obscure and lifeless tone.

5. A person, singing in a careless and indifferent manner, can not utter the words so as to be understood; hence, it is evident, that correct production of tones is indispensable to accurate enunciation of words.

#### VERBAL UTTERANCE.--- VOWELS.

- 1. Verbal utterance, in singing, is governed by the same rules as in speech; but defects are more prominent in singing, because syllables are *held* and dwelt upon for a longer period.
- 2. The vowels only should be dwelt upon. The consonants should be delivered distinctly, and with precision.
- 3. Generally, vowels are more accurately formed than accurately held. A very common error, among singers, is to glide from the vowel sound and dwell upon its vanish; thus day is sung da--e-y instead of da--y; the word age is sung a--e--ge, instead of a--ge; the word great is sung gra--e--t, instead of grea--t; the pronoun I is sung I-e-instead of I--; the word idol is sung i--e--dol, instead of i--dol; the word own is sung o---oo--wn, instead of o---wn; the word over is sung o---oo--ver, instead of o---ver.
- 4. In order to produce the sound of a vowel correctly, the mouth must be held in one position without the slightest movement of the jaw, lip or tongue. To the long sound of a, i, and o, there is, what is generally termed, the vanish; i. e. at the termination of these vowel sounds, the sounds of e and co are detected. These vanishes, as the term indicates, should never be dwelt upon or held an instant.
- 5. Another prominent error is to pass from the vowel and dwell upon a succeeding, or final consonant sound; thus arm is sung a--r-m, instead of a--rm; the word art is sung a--r-t, instead of a--rt.

Note.—It is of great importance that conductors and teachers insist upon definite vowel sounds; an obscure, uncertain vowel sound is almost universally accompanied by an obscure and lifeless tone.

#### CONSONANTS.

- 1. Consonants are not sung; but, in order that words may be understood, they should be distinctly given.
- 2. Distinct articulation depends especially upon the consonants, which are to be spoken at certain periods, much as in reading, only son with industry can possess it. with greater power and exactness.

  2. The ability to keep good to some with industry can possess it.
- 3. The names of consonants do not present their power. H, for instance, is heard in the action of expelling the air from the mouth when the mouth is open; F is heard in that of expelling the air when the lower lip is pressing against the upper teeth; and V is heard in that of vibrating the lower lip when it is pressing lightly against the upper teeth. Sounds thus made are called the elements of the letters.
- 4. The element of one consonant, by careless and indistinct articulation, is often substituted for that of another. Consonants, liable to be thus treated, are those which fall in pairs, i. e.  $_{\rm B}^{\rm P}$   $_{\rm D}^{\rm F}$   $_{\rm Z}^{\rm S}$ , &c.; thus pray, by indistinct articulation, often becomes bray; pain becomes bain; town becomes down; tear becomes dear; few becomes vew; sound becomes zound. The element of G is often substituted for that of C hard; thus the word come becomes gome; the word came becomes game, and so on.

NOTE.—These hints, we trust, will prove sufficient to incite the pupil to a careful study of articulation.

### ERRORS IN PRONUNCIATION.

2. The following are a few of the many errors in pronunciation:

Age for edge.
Agin for again.
Aginst for against.
Balunce for balance.
Ben for been.
Bilin for boiling.
Bendin for bending.
Botiful for beautiful.
Cummand for command.
Cuntend for contend.
Chuch for Church.
Challunge for challenge.
Tenart—3.

Dawn or doon for down.
Ind for end.
Faunt for fount.
Foller for follow.
Feller for fellow.
Ope for hope.
Ail for hail.
En for in.
Jine for join.
Kitch for Ketch.
Lard for Lord.
Wost for worst.
Woth for worth. &c.

#### KEEPING TIME.

- 1. Accuracy in this is of great importance; without it, words, however well pronounced by a large choir, can not be understood.
- 2. The ability to keep good time is an acquired one; and any person with industry can possess it.
- 3. When it is once thoroughly understood and reduced to practice, any retarding or suspending of time, which the poetry may require, will be easily and naturally effected.
- 4. Persons need not be discouraged because they do not rapidly acquire the ability to keep good time.

#### ACCENT, EMPHASIS AND PAUSE.

- 1. These are governed by the same laws in singing as in reading.
- 2. Whenever there is want of harmony, in either of these respects, between the music and poetry, the music must yield so far as not to conflict with the laws of elecution.

### EXPRESSION.

The crowning excellence, in singing, is expression. To sing with expression, is to sing with feeling in such a manner as to produce the same feeling in others.

In order to accomplish this, the singer must make the poetry and music his own; he must throw his whole soul into the song; and, by all means, he must feel within his own heart the great truth he utters. Thus will he produce the effects for which music is designed.

In conclusion, we would earnestly entreat choristers and directors of music, in the sanctuary, to strive at all times, and particularly at the meetings held for preparation for the Sabbath, to-infuse into the hearts of all who are to lead the congregation in song, the thought of the greatness and dignity of their work, and of the importance of heart-felt sincerity to every one engaged in it.

## EXPLANATION OF MUSICAL TERMS.

- · X · \_ >

COMODO, or COMMODO; in an easy and unre-A; an Italian preposition, meaning to, in, by, at, &c. ACCELERANDO; accelerating the time, gradustrained manner. CON AFFETTO; with expression. ally faster and faster. CON DOLCESSA; with delicacy. CON DOLORE, or CON DUOLO; with mourn-ADAGIO; slow.
ADAGIO ASSAI, or MOLTO; very slow.
AD LIBITUM; at pleasure.
AFFETUOSO; tender and affecting. ful expression. CONDUCTOR; one who superintends a musical perf rmanee; same as Musical Director. CON ENERGICO; with energy. AGITATO; with agitation.
ALLA (APELLA; in church style.
ALLEGRETTO; less quick than Allegro. CON ESPRESSIONE; with expression. CON FUOCO; with ardor, fire.
CON GRAZIA; with grace and elegance.
CON IMPETO; with force, energy. ALLEGRO; quick.
ALLEGRO ASSAI; very quick.
ALLEGRO MA NON TROPPO; quick, but not CON JUSTO; with chaste exactness. CON MOTO; with emotion.
(ON SPIRITO; with spirit, animation. too quick. AMABILE; in a gentle and tender style. AMATEUR; a lover, but not a prefessor of mu-(ORO: chorus. AMEN; so be it, pronounced, in singing, Ab-DA; for, from, of. DA CAPO; from the beginning. men. AMOROSO, or CON AMORE; affectionately, DAL SEGNO; from the sign; a mark of repetitenderly.
ANDANTE; gentle, distinct, and rather slow, tion. DECANI; the priests, in contradistinction to the lay or ordinary choristers.
DECLAMANDO; in the style of declamation.
DECRESCENDO; diminishing, decreasing. yet connected.

ANDANTINO; somewhat quicker than Andante. ANIMATO, or CON ANIMA; with fervent, animated expression. DEVOZIONE: devotional. ANIMO, or CON ANIMO: with spirit, courage, and boldness DILETTANTE; a lover of the arts in general, or a lover of music. ANTIPHONE; music sung in alternate parts.
ARDITO; with ardor and spirit. DI MOLTO; much or very. DIVOTO; devotedly, devoutly.
DOLCE; soft, sweet, tender, delicate.
DOLCEMENTE, DOLCESSA, or DOLCISSIMO, ARIOSO; it a light, airy, singing manner. A '| EMPO; in time. A TEMPO GIUSTO; in strict and exact time. DOLENTE, or DOLOROSO; mournful. BEN MARCATO; in a pointed and well-marked DOLOROSO; in a plaintive, mournful style. manner. BIS; twice E; and. ELEGANTE; with elegance. ENERGICO, or CON ENERGIA; with energy ESPRESSIVO; expressive. BRILLANTE; billiant, gay, shining, sparkling. CADENCE; clesing strain; also a fanciful extemporaneous embellishment at the close of a song CADENZA; same as the second use of Cadence. FINE, FIN, or FINALE; the end. FORZANDO, FORZ, or FZ.; sudden increase of See Cadence. CALANDO; softer and slower. power.<
FUGUE, or I UGA; a composition which repeats CANTABILE; graceful singing style; a pleasing, flowing melody.
CANTO; the treble part in a chorus. or sustains, in its several parts, throughout, the Enbiect with which it commences, and which is CHOIR; a company or band of singers; also that often led off by some one of its parts. part of a church appropriated to the singers. CHORIST, or CHORISTER: a member of a choir FUGATO; in the fugue style.
LUGHETTO; a short fugue.

GIUSTO: in just and steady time.

of sharers. COL, or CON; With. COL ARCO; while the bow.

GRAZIOSO; smoothly, gracefully. GRAVE; a slow and solemn movement. IMPRESSARIO; the conductor of a concert. thetic. MA; but. tando. faster.

ance.
RECITANTE; in the style of recitative.
RECITATIVE; musical declamation.
RINFORZANDO, RINF., or RINFORZO; sud-LACRIMANDO, or LACRIMOSO; mournful, pathetic.

LAMENTEVOLE, LAMENTANDO, LAMENTABILE; mournfully.

LARGHETTO; slow, but not so slow as Largo, LARGHISSIMO; extremely slow. denly increasing in power.<
RIT. RDANDO; slackening the time. SEMPLICE; chaste, simple.
SEMPRE; throughout, always, as SEMPRE
FORTE, loud throughout. LARGO; slow.
LEGATO; close, gliding, connected style.
LENTANDO; gradually slower and softer.
LENTO, or LENTAMEN IE; slow. SENZA; without, as SENZA OPGANO, without the organ, SFORZANDO, or SFORZATO; with strong force or emphasis, rapidly diminishing.> MAESTOSO; majestic, majestically.
MAESTRO DI CAPELLA; chapel master, or SICILIANA; a movement of light, graceful charconductor of church music. SMORENDO, SMORZANDO; dying away. MARCATO; strong and marked style. MESSA DI VOCE; moderate swell. SOAVE, SOAVEMENT; sweet, sweetly. Sec. Dolce. MODERATO, or MODERATAMENTE: moder-OLFEGGIO; a vocal exercise. ately, in moderate time.

MOLTO; much or very.

MOLTO VOCE; with a full voice. SOLO; for a single voice or instrument. SOSTENUTO; sustained. SOTTO; under, below. SOTTO VOCE; with MORENDO; gradually dying away. MORDENTE: a beat, or transient shake. subdued voice SPIRITOSO, CON SPIRITO; with spirit and MOSSO; emotion. animation. STACCATO; short, detached, distinct. quicker than Andante. SUBITO; quick, NON: not. NON TROPPO: not too much. TACE, or TACET; silent, or be silent. TARDO; slow.
TASTO SOLO; without chords.
TEMPO; time. TEMPO A PIACERE; time at ORCHESTRA: a company or band of instrumental performers; also that part of a theatre occupied by the band. pleasure. TEMPO GIUSTO: in exact time. PASTORALE; applied to graceful movements in TEN. TENUTO; bold on. See Sostenuto. TUITI: the whole, full chorus. sextuple time. PERDENDO, or PERDENDOSI; same as Len-UN: a: as UN POCO: a little. PIU: more. PIU MOSSO: with more motion. VA; go on, as VA (RESCENDO; continues to PIZZICATO; snapping the violin string with the fincers. increase. PO'O; a little. POCO ADAGIO; a little slow. PO O A PO: O; by degrees, gradually. PORTAMENTO; the manner of sustaining and VERSE; same as Solo. VIGOROSO; lold, energetic. VIVA(E; quick and cheerful, VIRTUOSO; a proficient in art. VOCE DI PEITO; the chest voice VOCE DI TESTA; the head voice. conducting the voice from one sound to an-PRECENTOD; conductor, leader of a choir. PRESTO; quick.
PRESTISSIMO; very quick. VOCE COLA; voice alone. VOLTI SUBITO; turn over quickly.

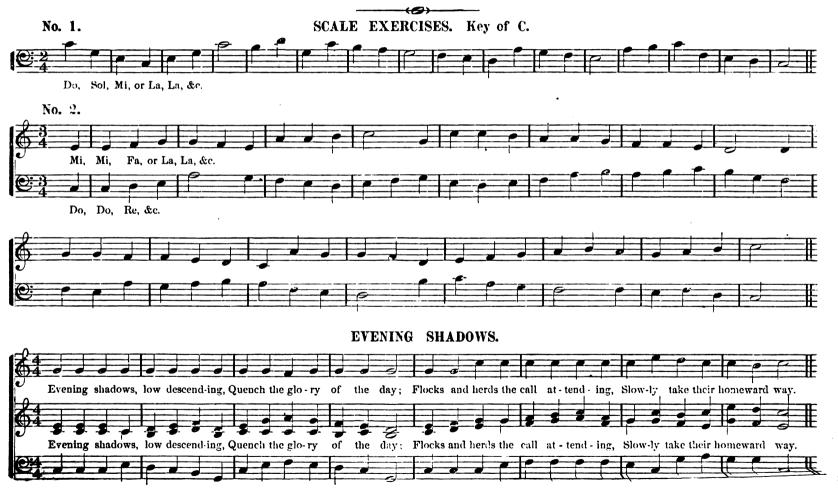
ance.

RALLENTANDO, ALLENTANDO, or SLEN-

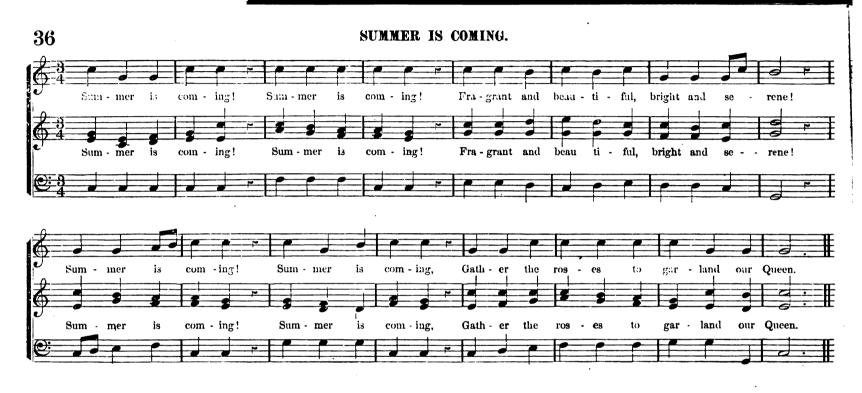
RECITANDO; a speaking manner of perform-

TANDO: slower and softer by degrees.

# SINGING SCHOOL DEPARTMENT.

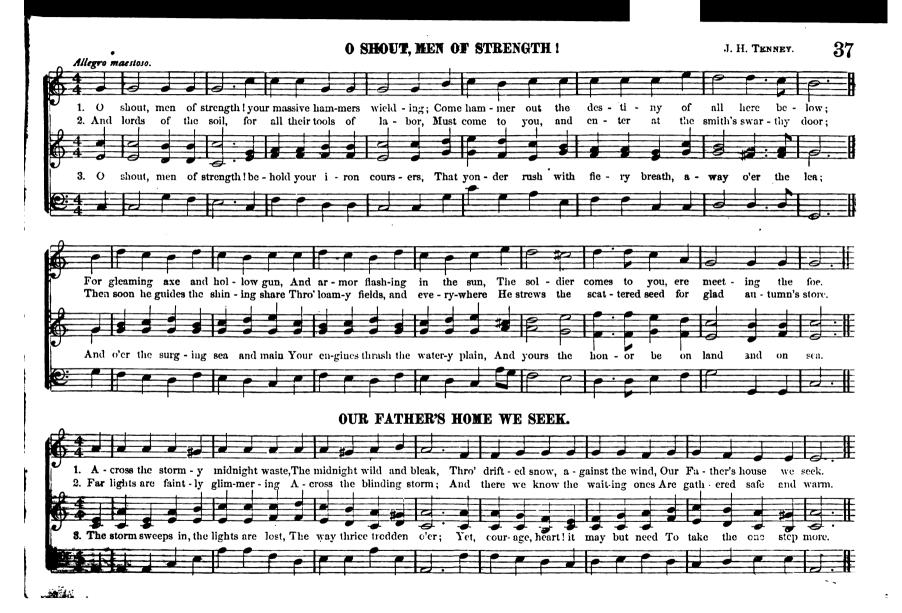






# WE GREET THE SPRING.

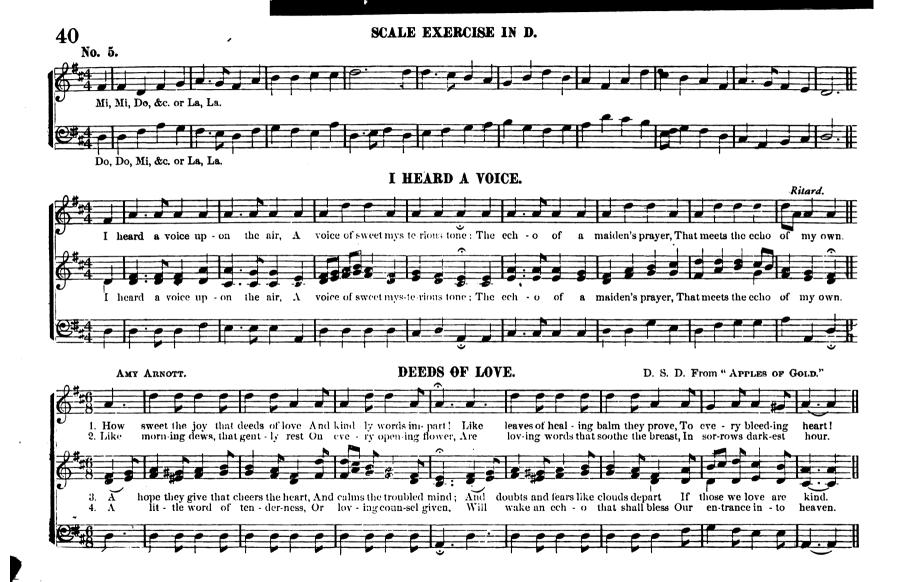






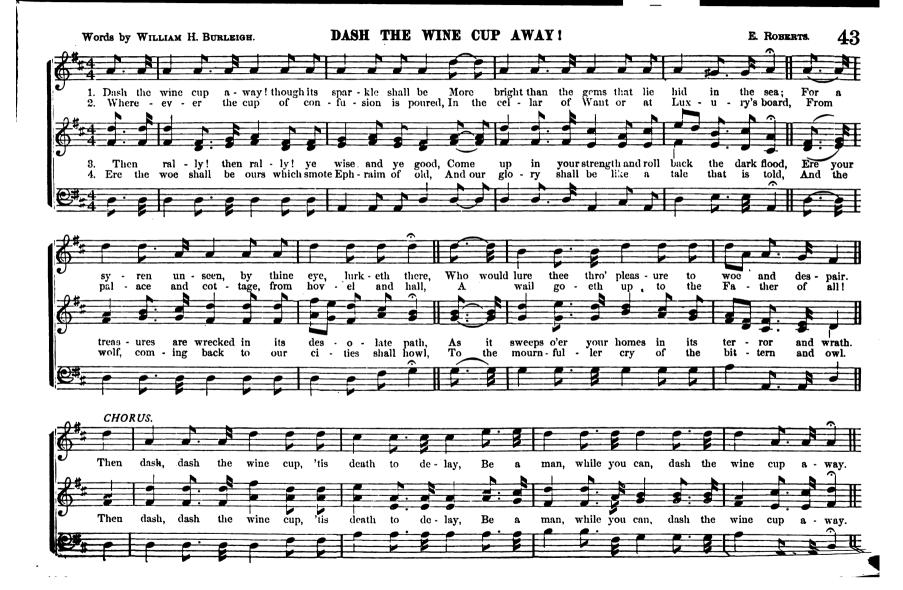
Do, Re, Mi, Fa, Sol, &c. or La, La, La,

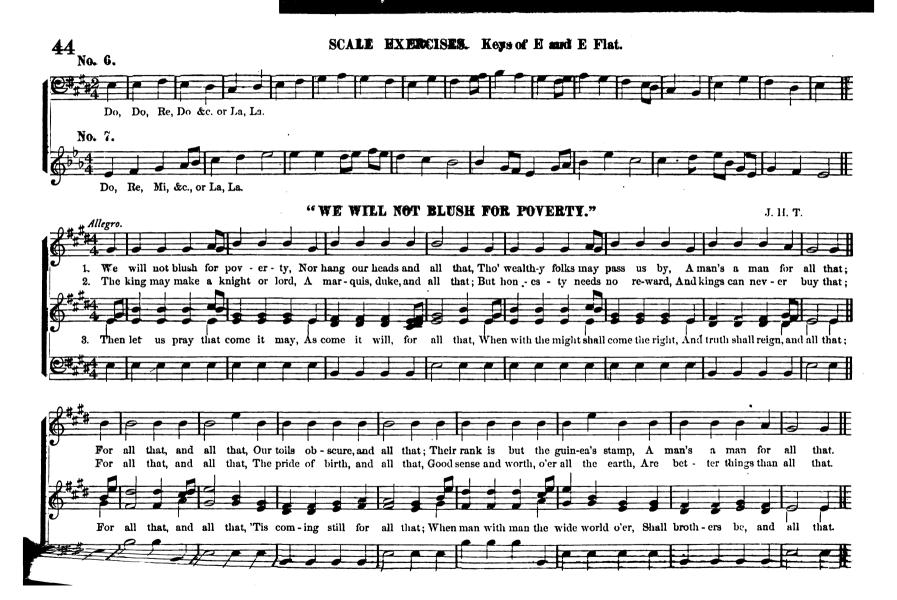
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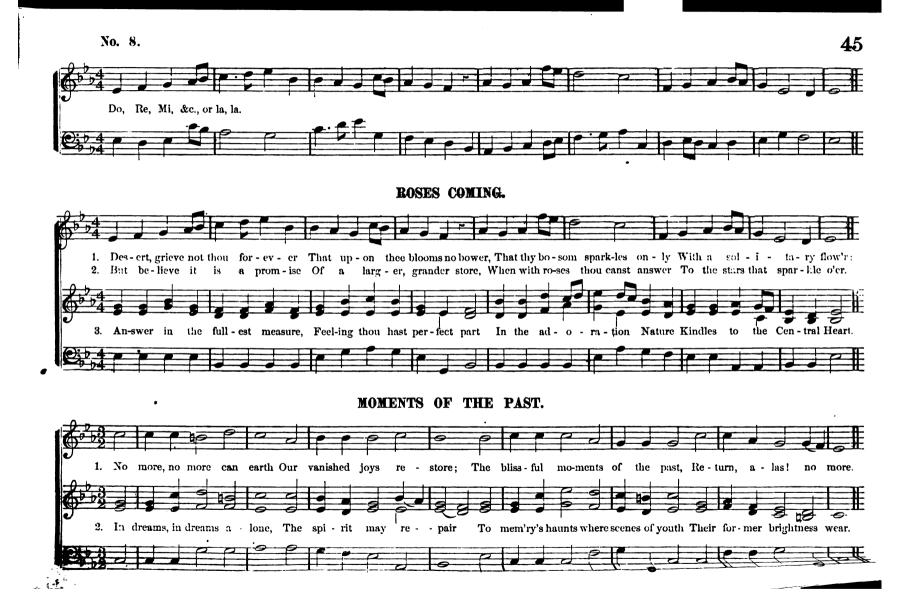




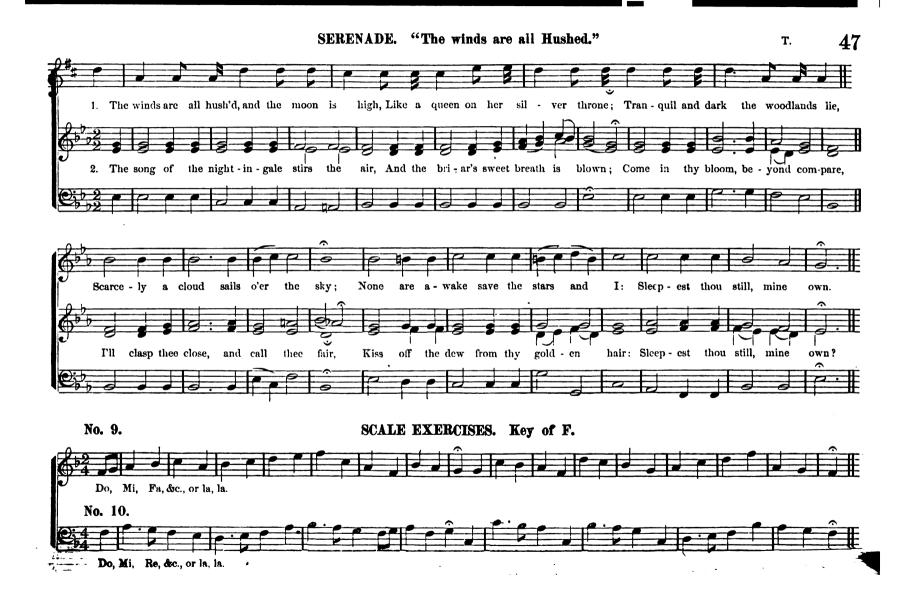






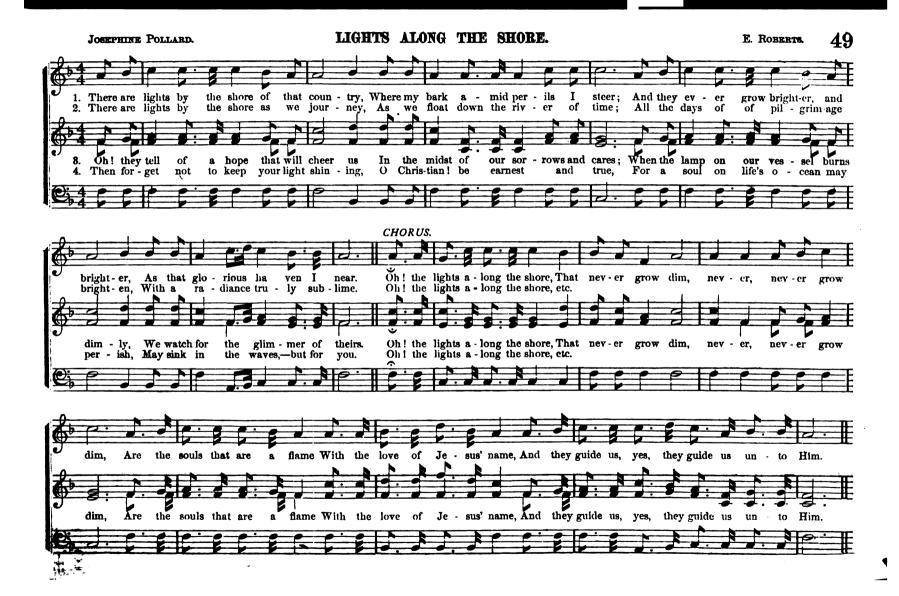


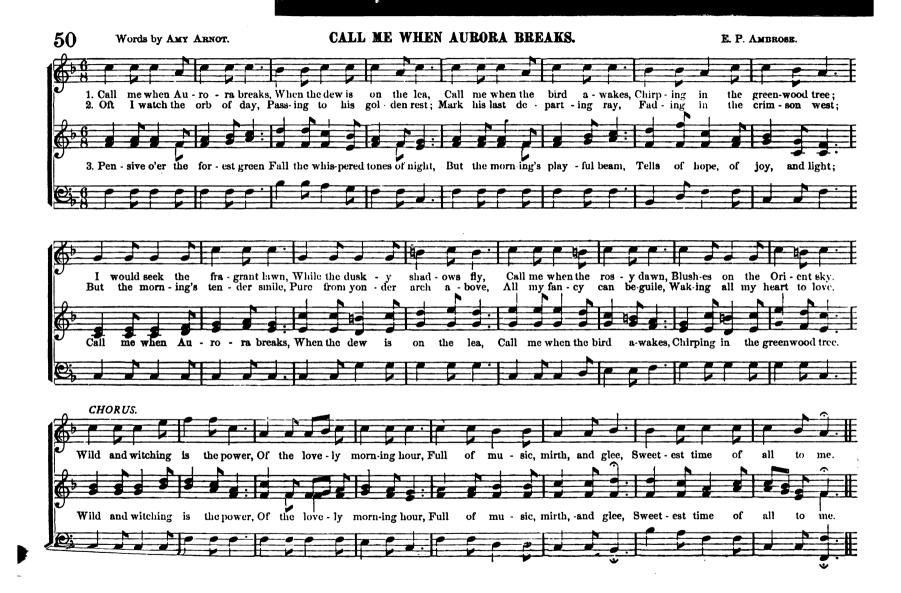


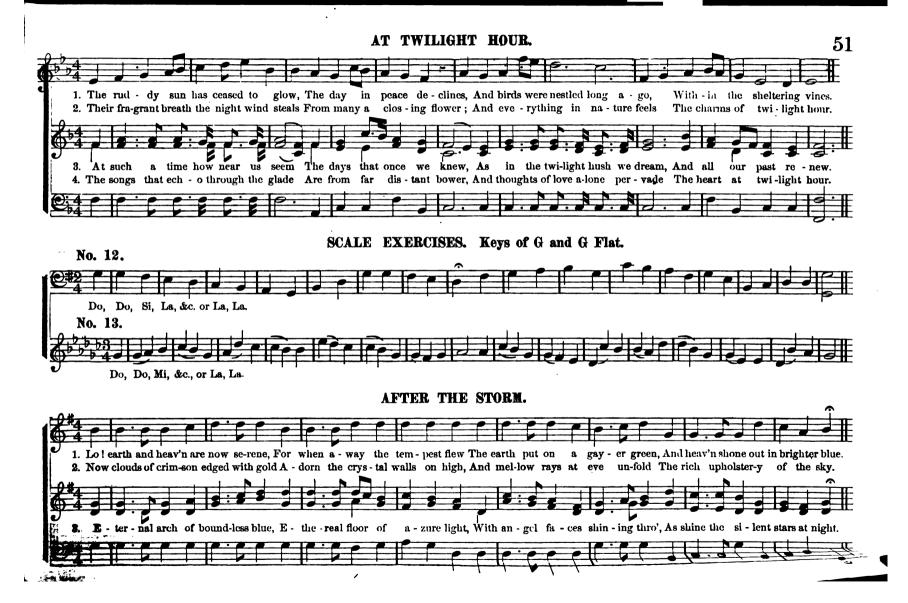




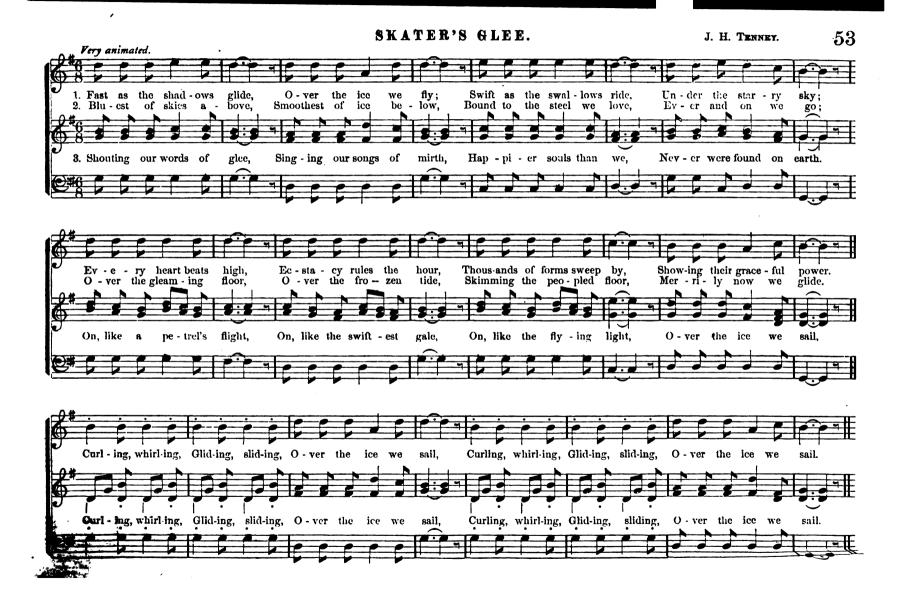




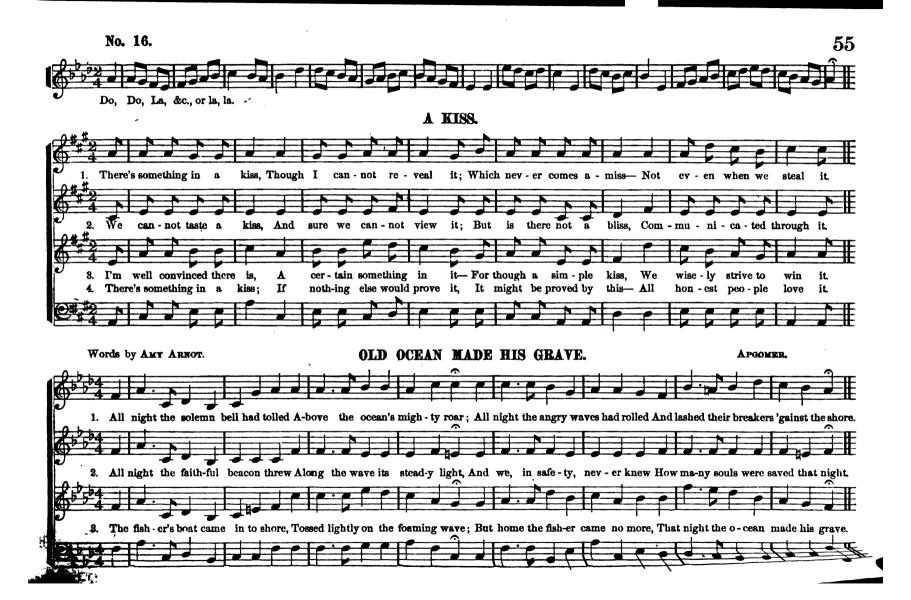




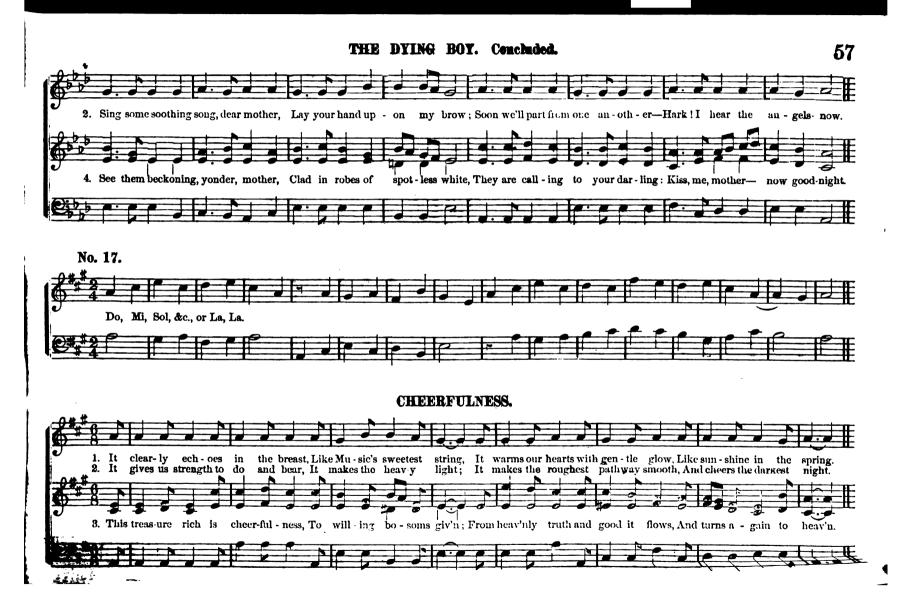




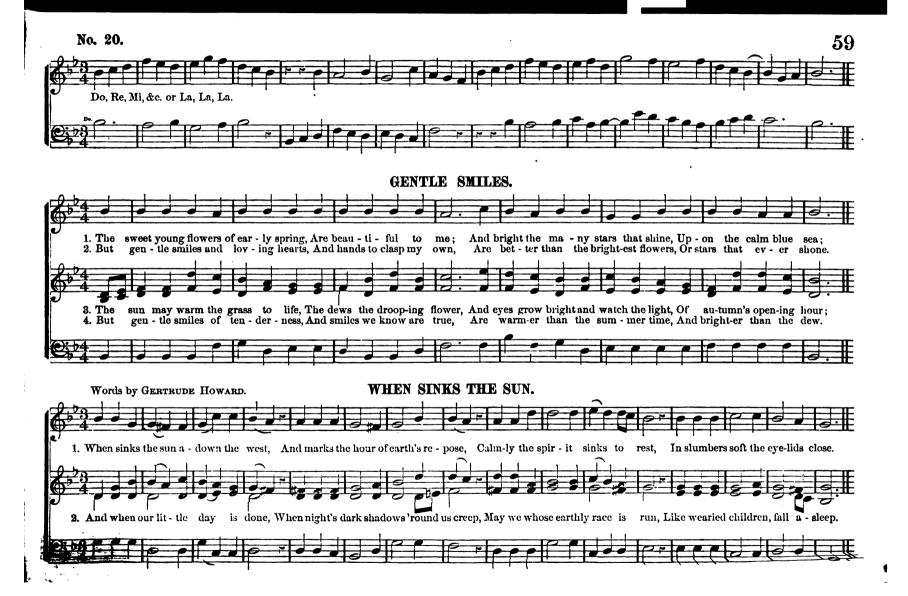


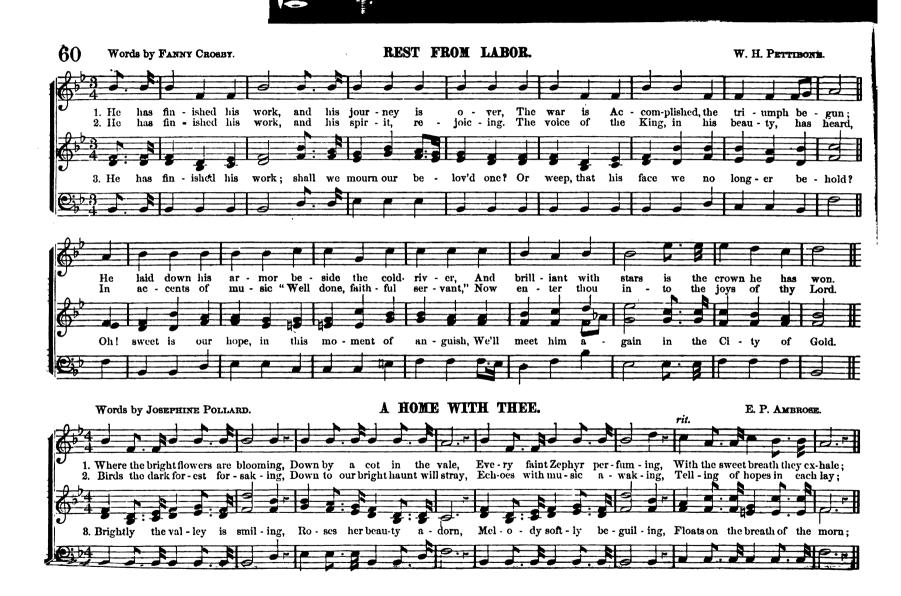


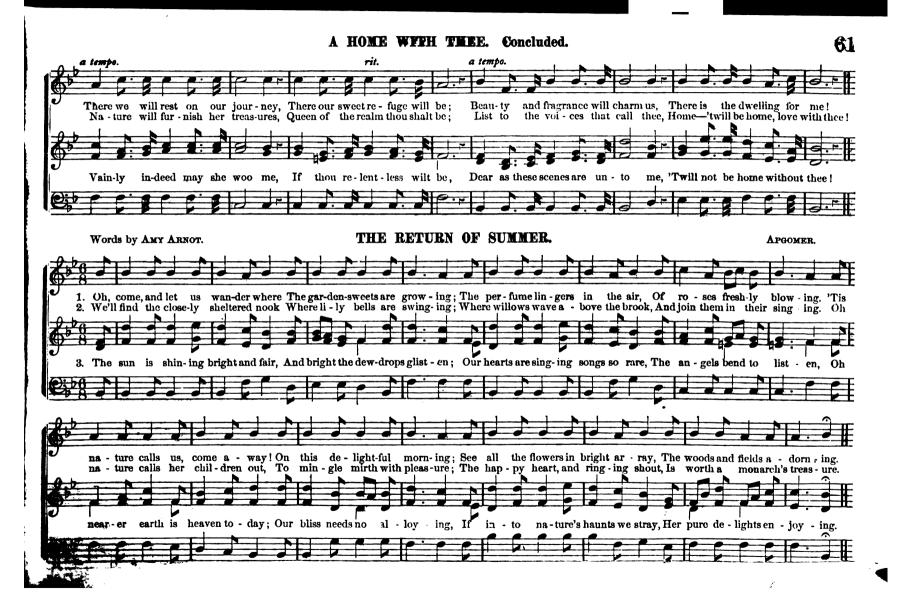


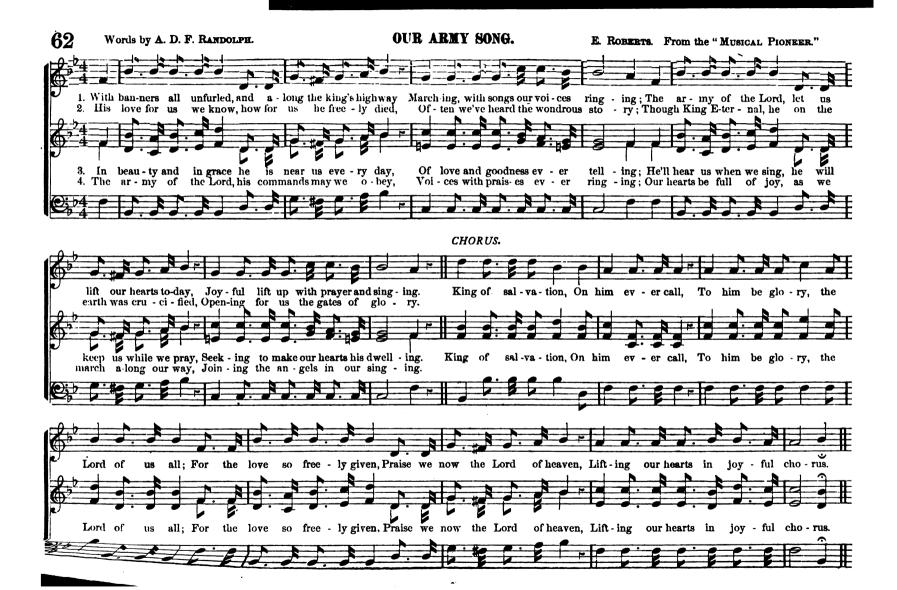












#### TWO-VOICED EXERCISES.

companiment should be) in the so called, strict style; in reference to this style of lowed by another tone forming a consonant interval with the tone with which its composition and its proper performance a few remarks may be of benefit.

- 1. An Interval, as has been explained before, is the relation which one tone sustains to another in respect to difference of pilch.
- 2. Intervals are divided into two chief classes, viz.: Consonant intervals, or Consonances, and Dissonant intervals or Dissonances.
- 3. A Consonant interval is the relation between two tones which may be struck simultaneously, and which may be heard together without the ear requiring that one or each of them should be succeeded by some other tone; it is therefore independent.
  - 4. A dissonant interval is the relation between two tones which (when heard to-

THE following exercises are written (as all two-voiced compositions without ac-|gether) plainly demand a resolution, so called; that is, that one of the tones be folpredecessor formed a dissonance, or that both tones be succeeded by two other tones between which the interval is Consonant.

> 5. The Consonances are, all the perfect intervals and the Major and Minor thirds and sixths. All the rest are Dissonances.

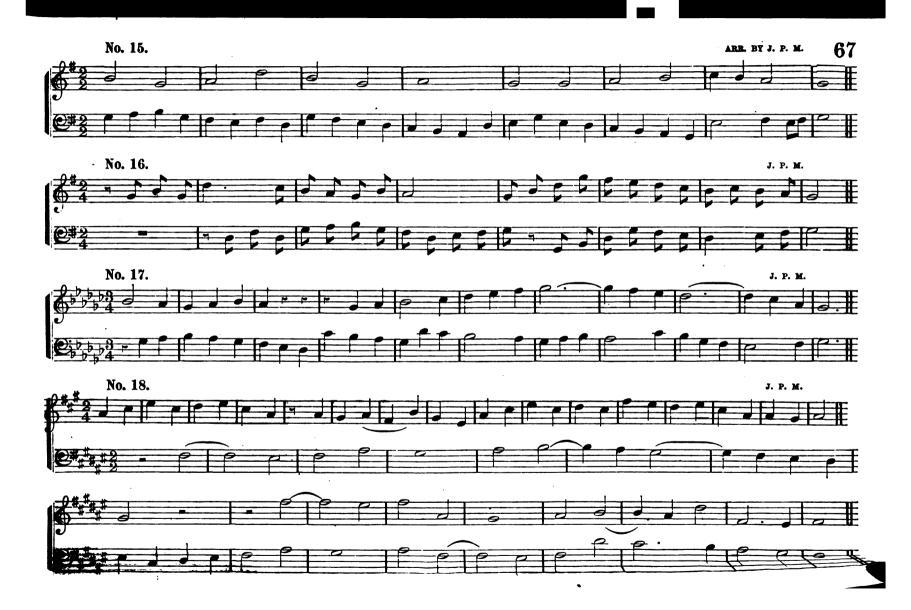
> For further information on this important subject, we can only refer to Richter's "Manual of Harmony," mentioned before; but in the performance of these exercises, as also of all music in this style, the pupil should remember that the legitimate and natural effect which is intended can be realized only if the piece be sung in strict time, and the tones sustained firmly until their full time expires, when they should be followed by the succeeding tones promptly and firmly sung.











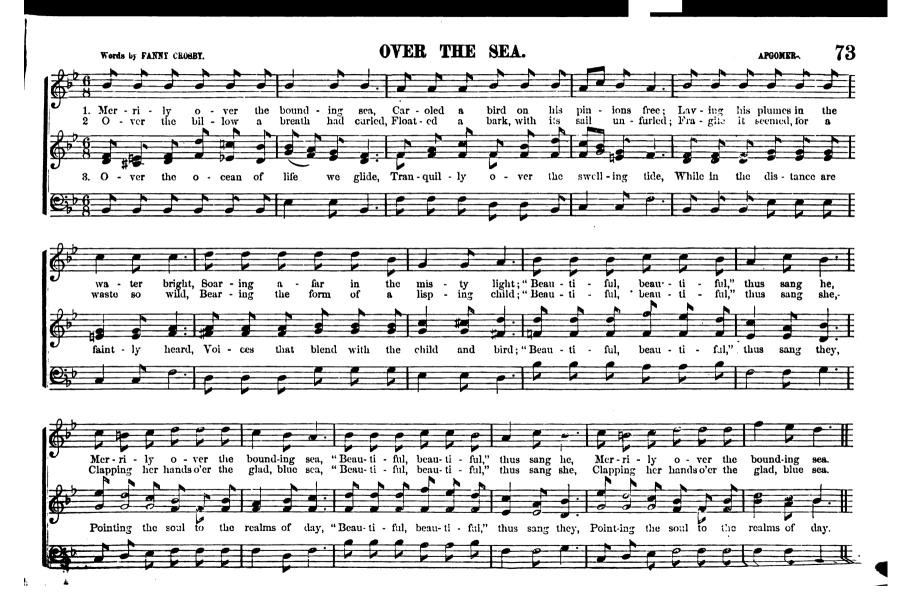








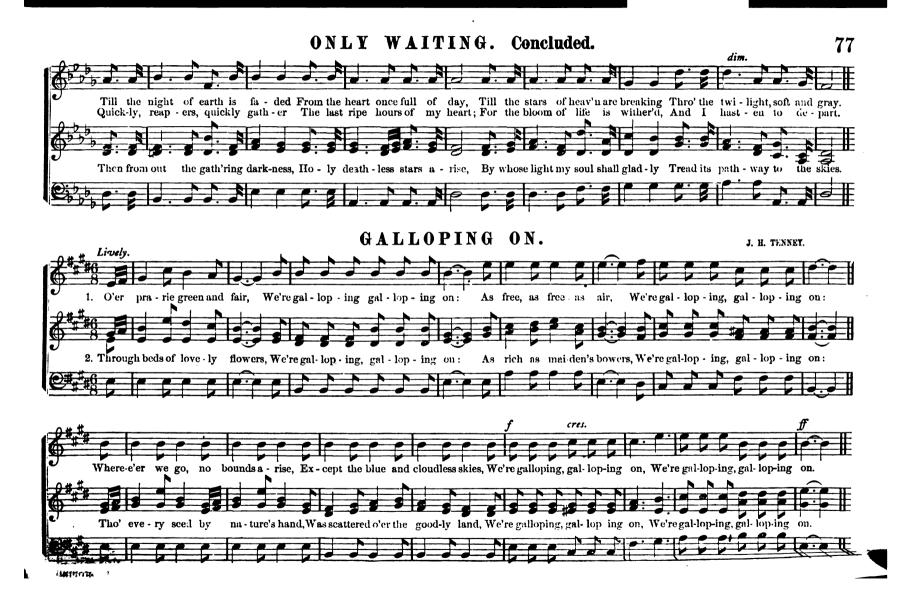






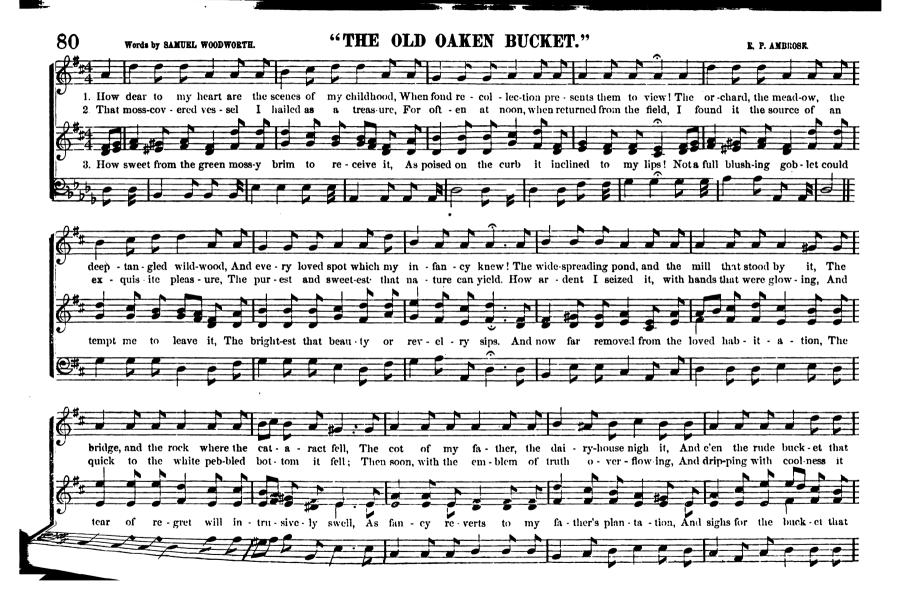


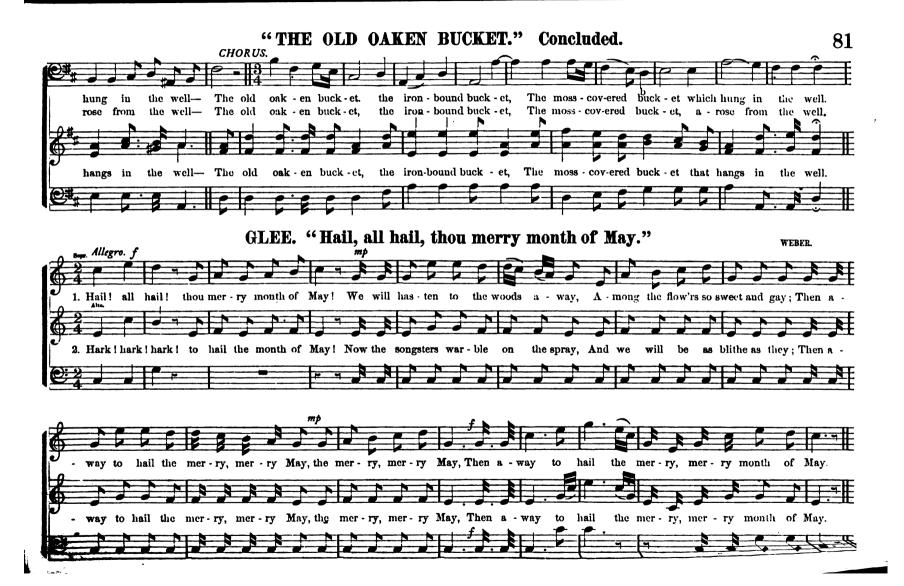


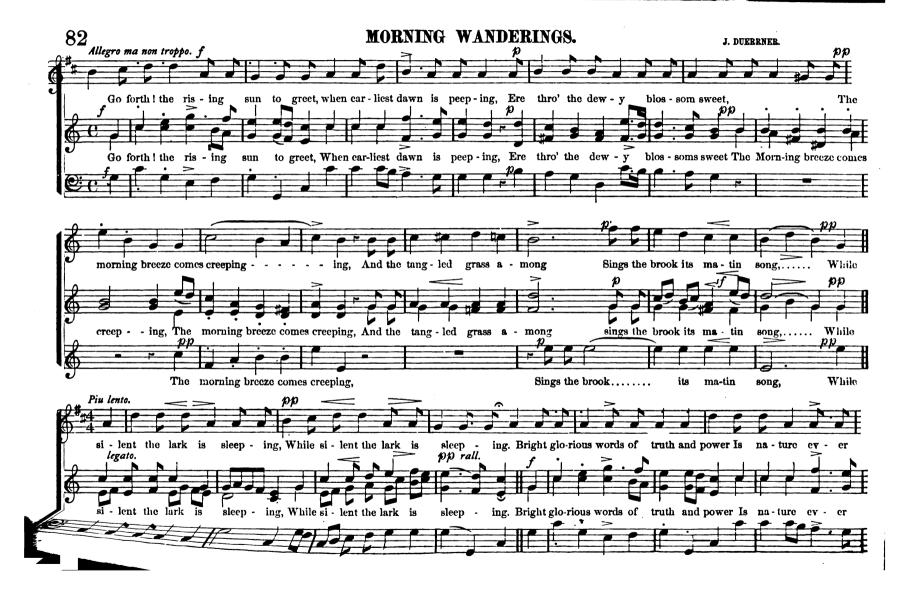






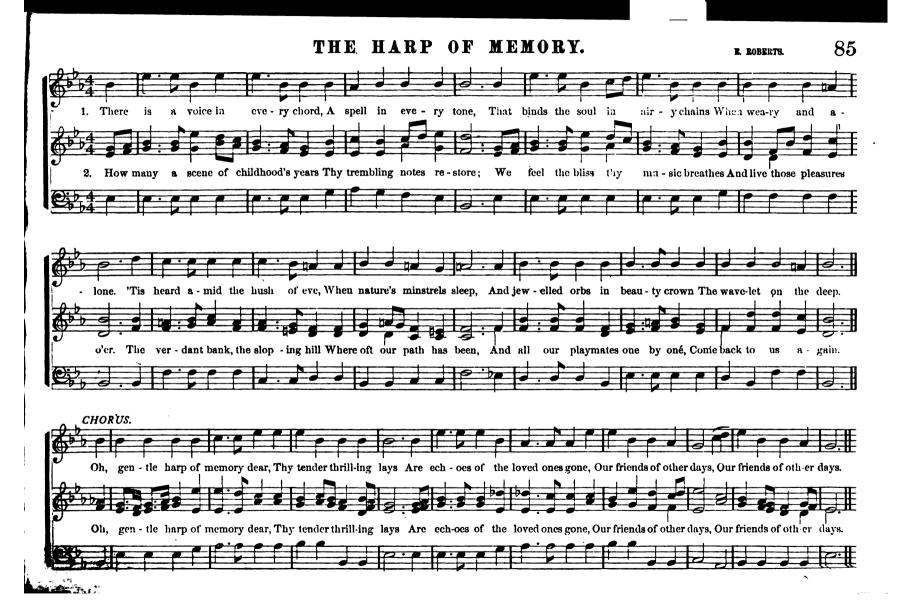










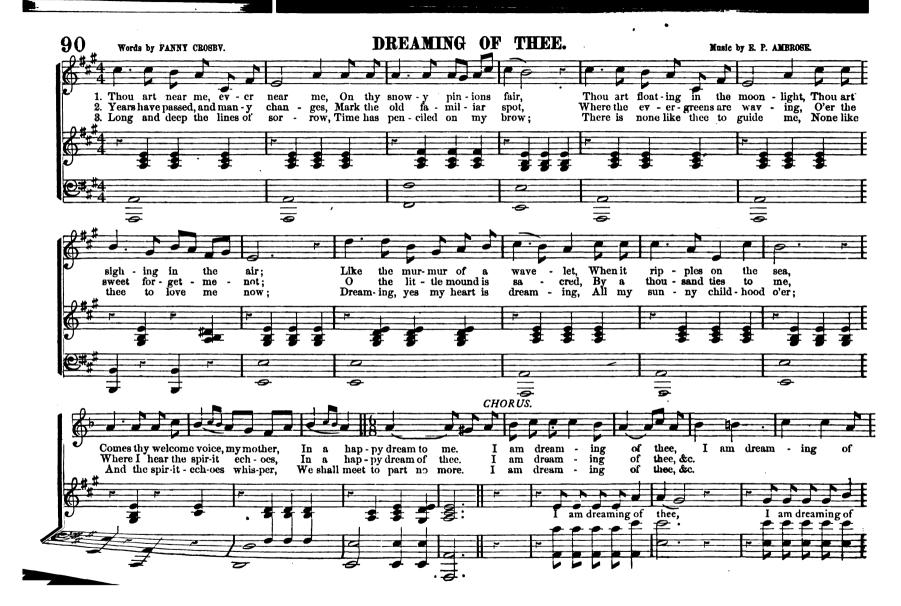






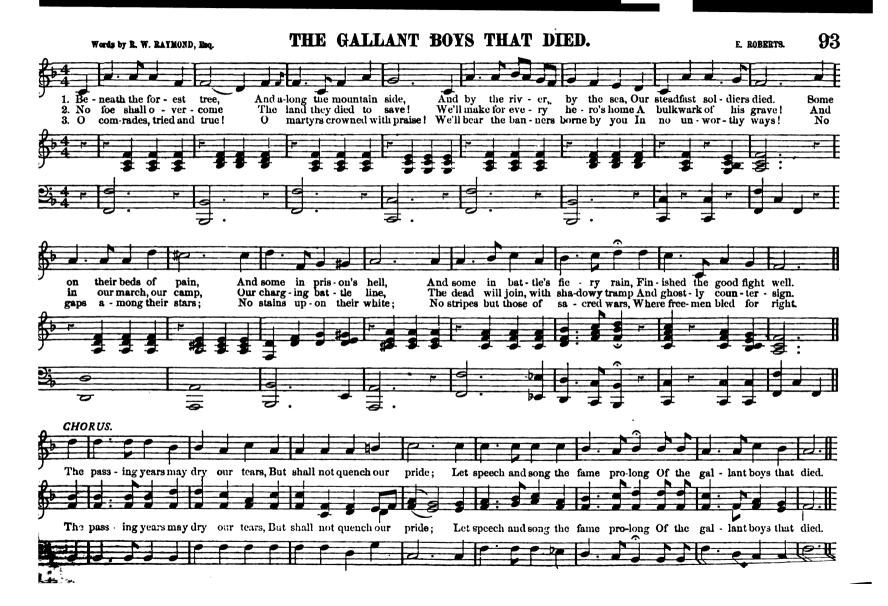








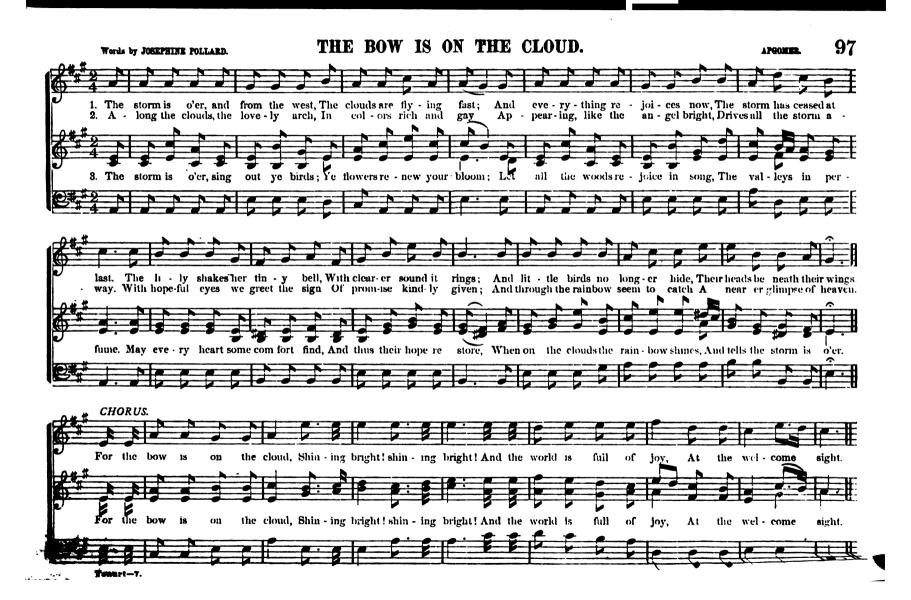






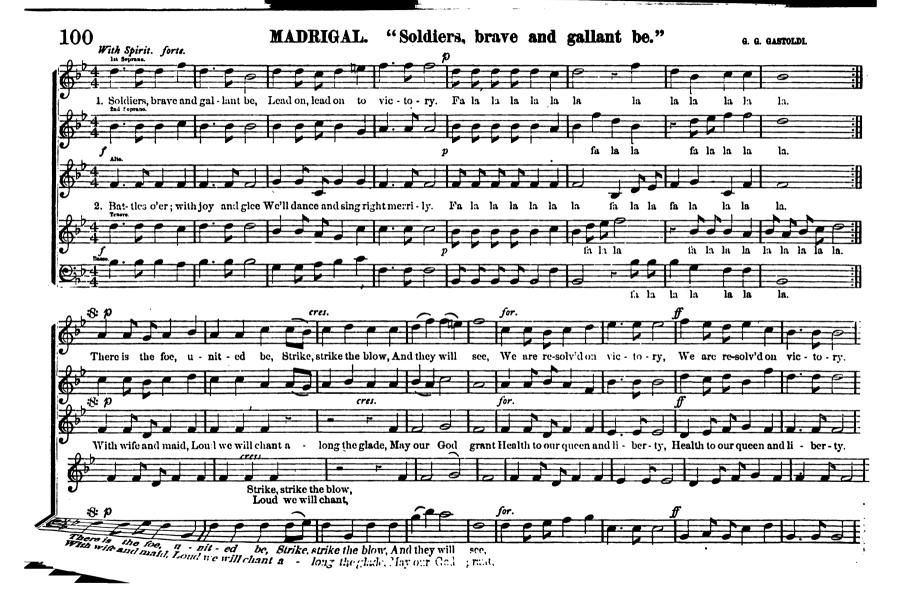




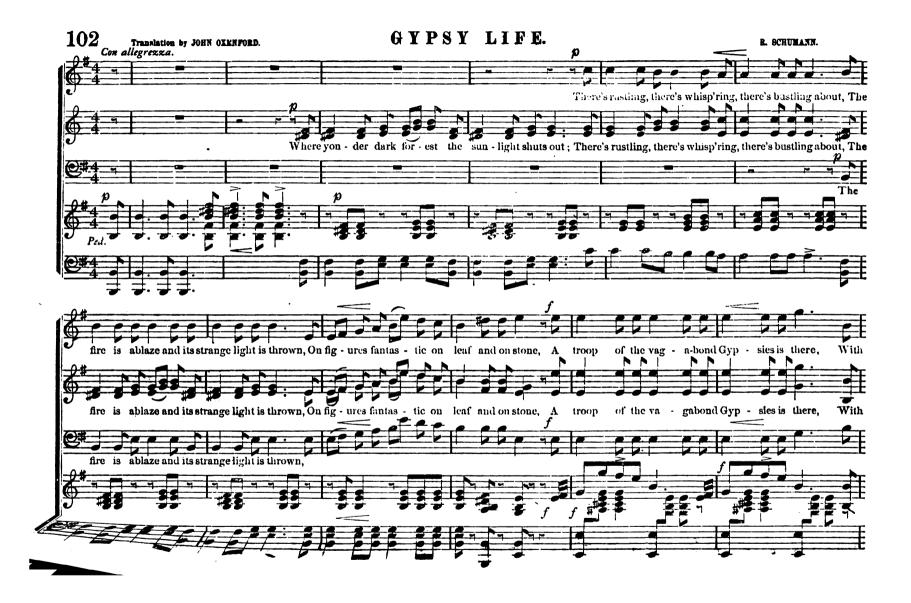


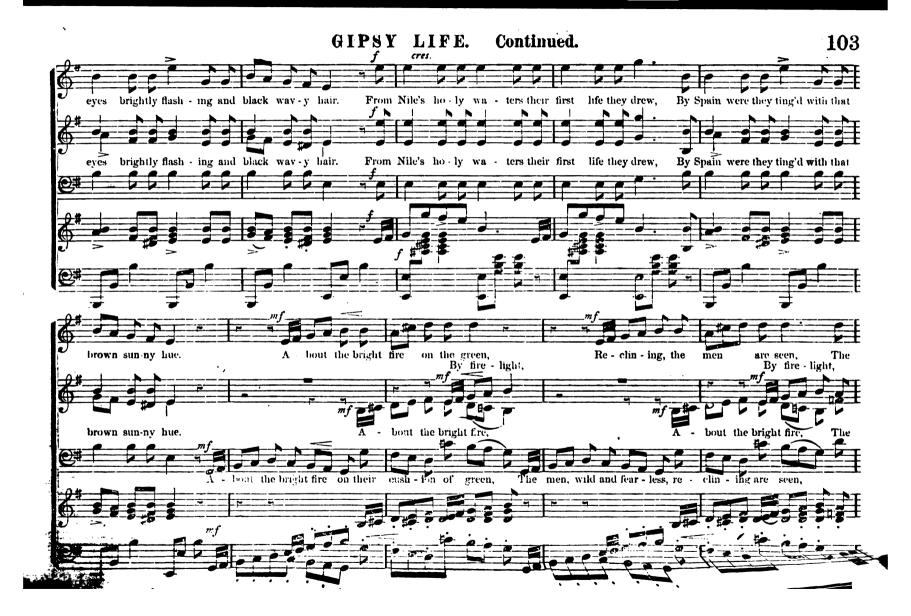


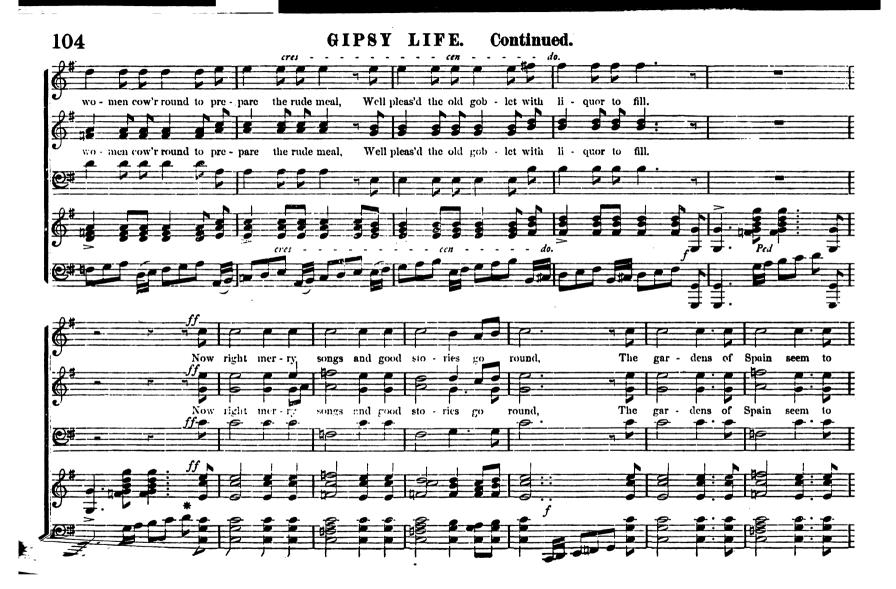




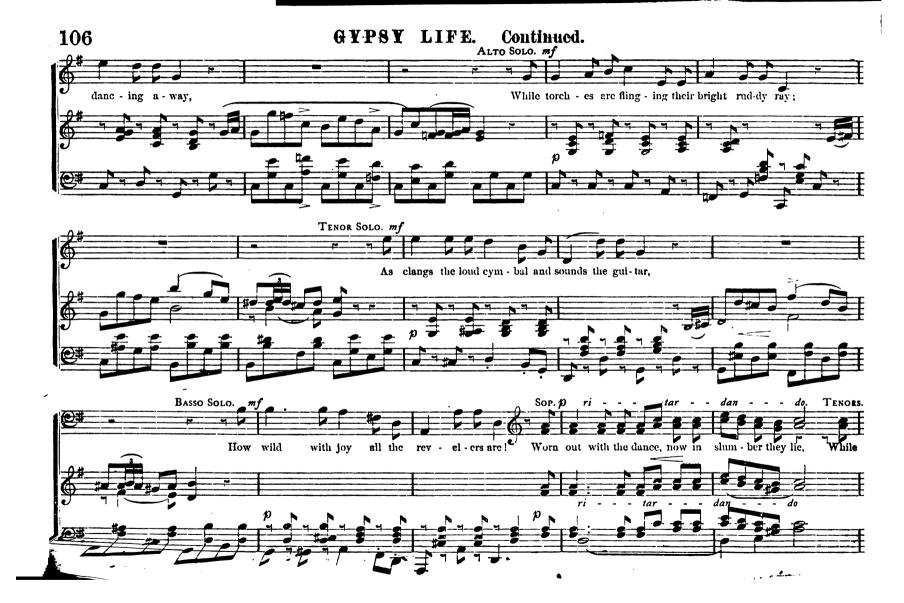


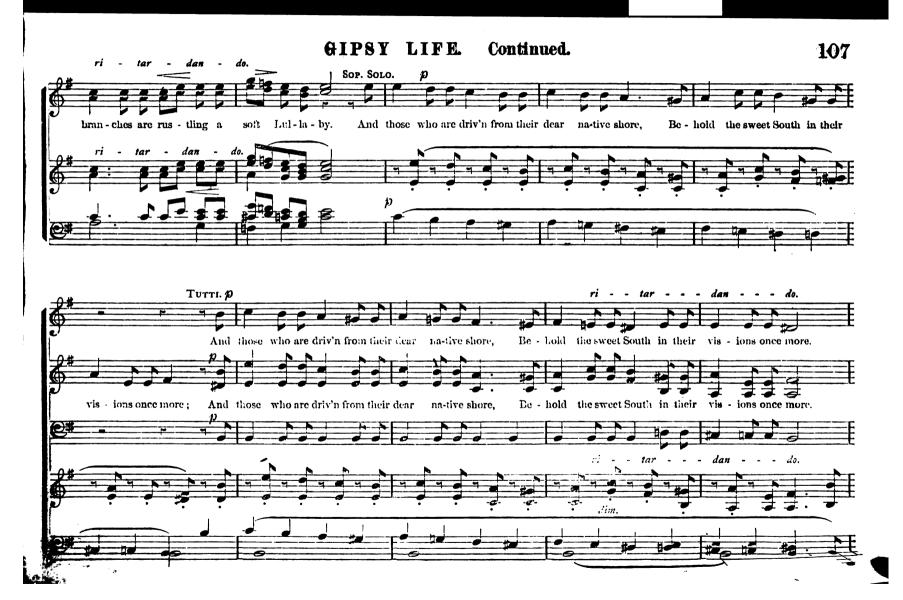




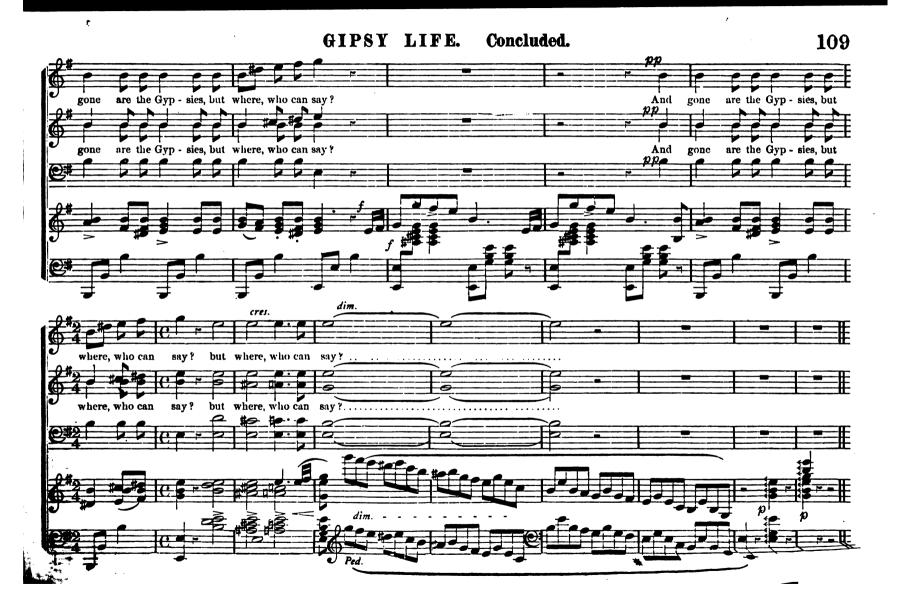


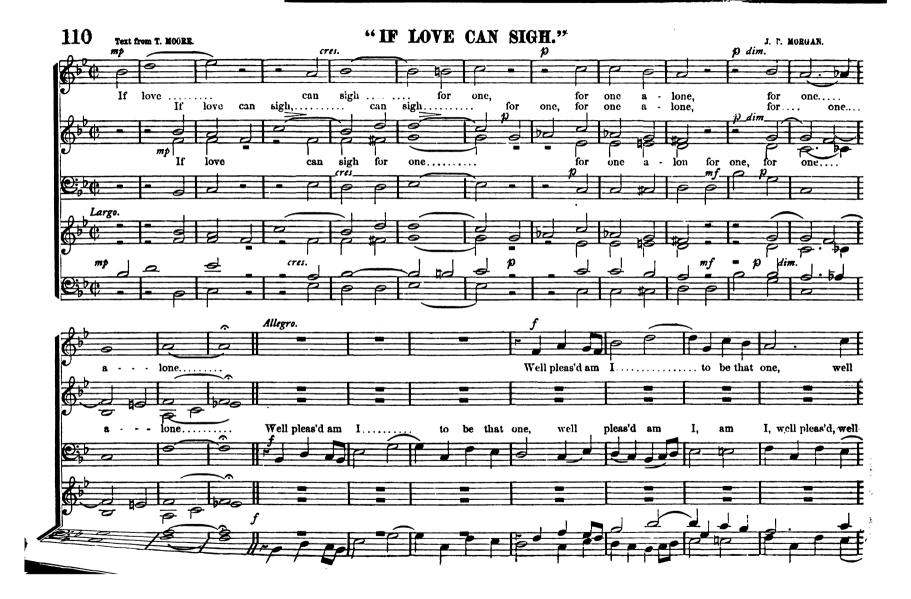










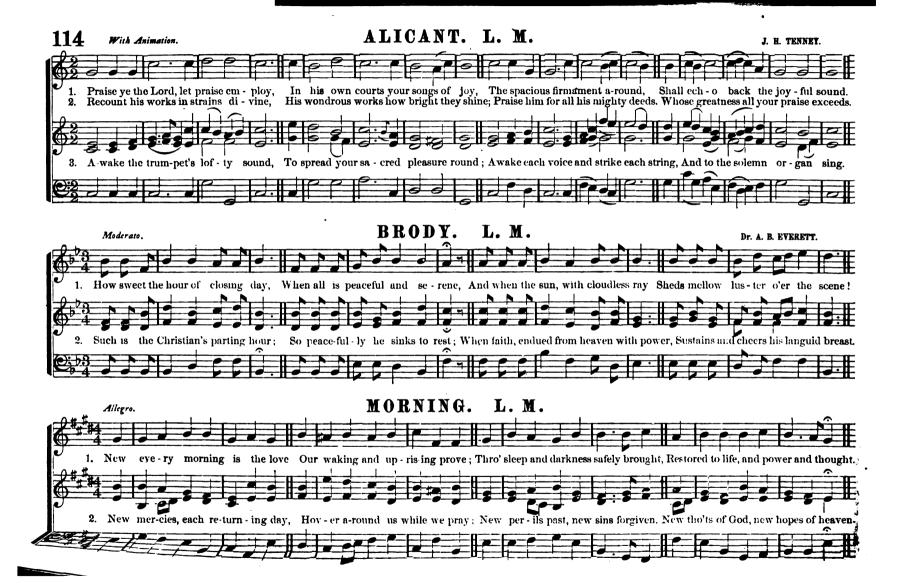




"IF LOVE CAN SIGH." Concluded. 112 cres. I,..... Well pleas'd am Well pleas'd am pleas'd.... to be that one; to be that one, well pleas'd am Well pleas'd am pleas'd Well am cres. Well pleas'd am Well Well.... pleas'd I, pleas'd am Well pleas'd am pleas'd, well..... pleas'd am Well Well pleas'd am pleas'd be . . . that onc... Well that pleas'd am pleas'd I, Well plcas'd am I, Well pleas'd that one....

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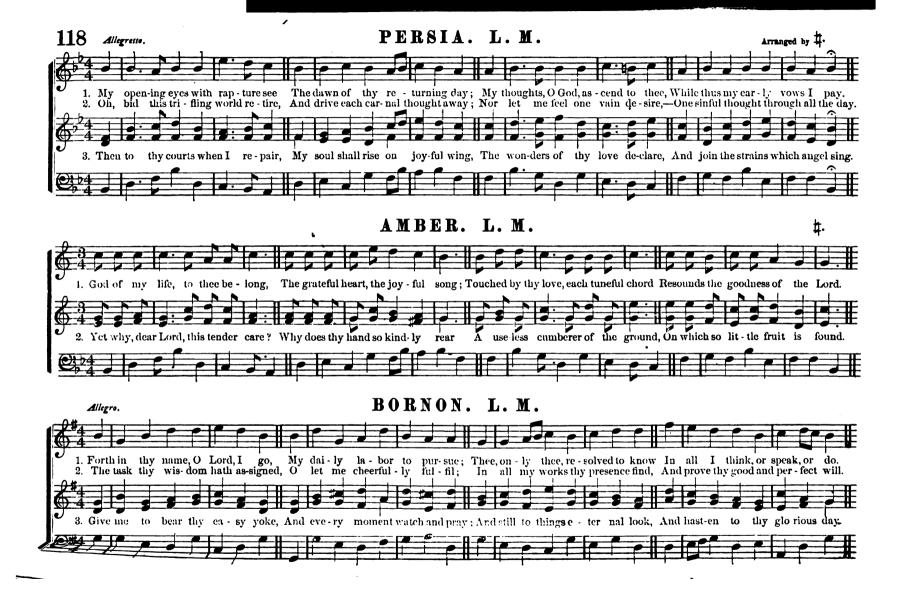








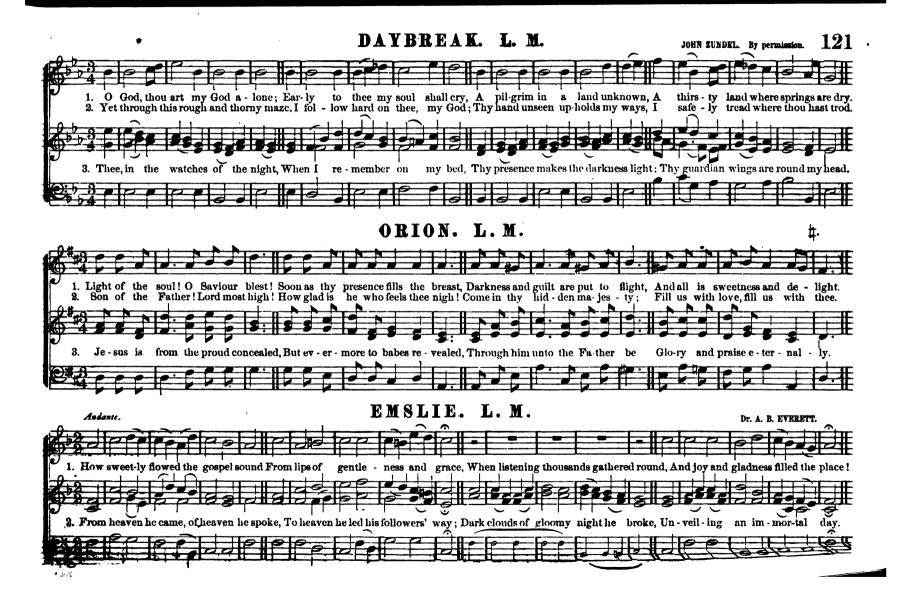










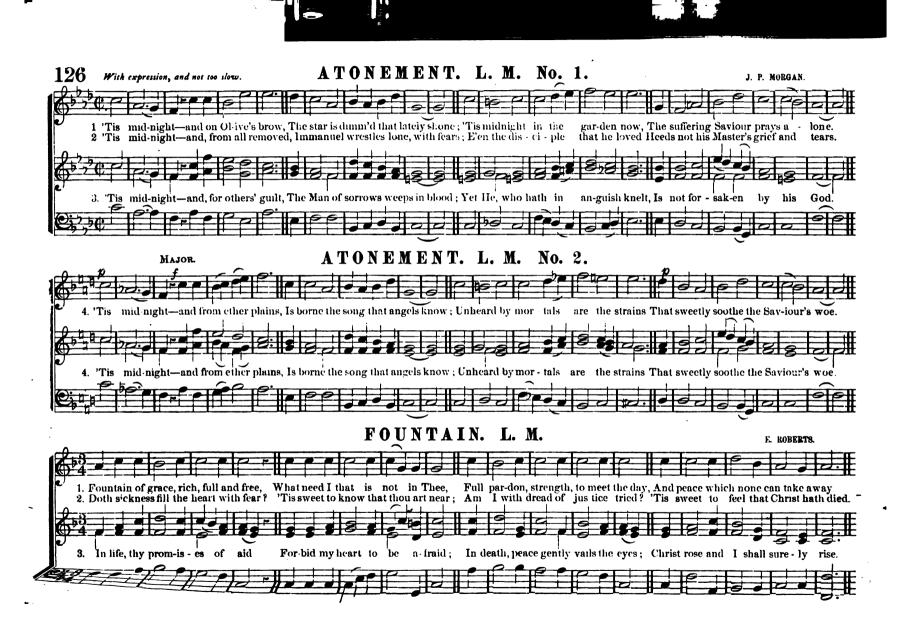




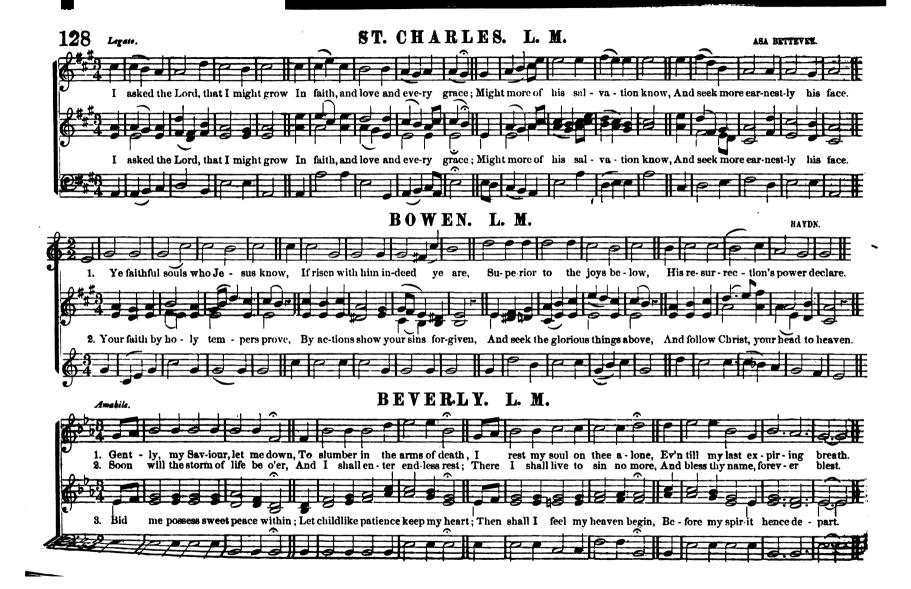


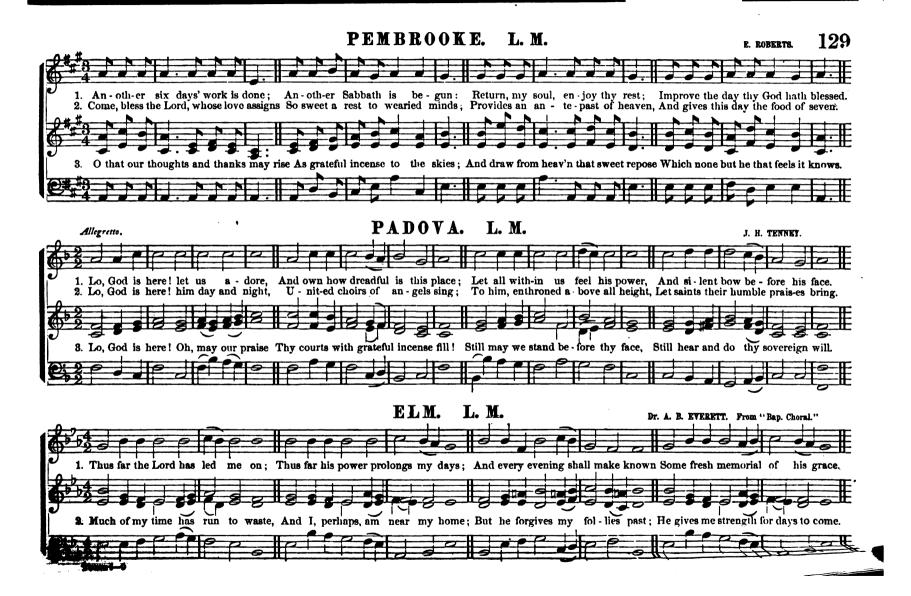




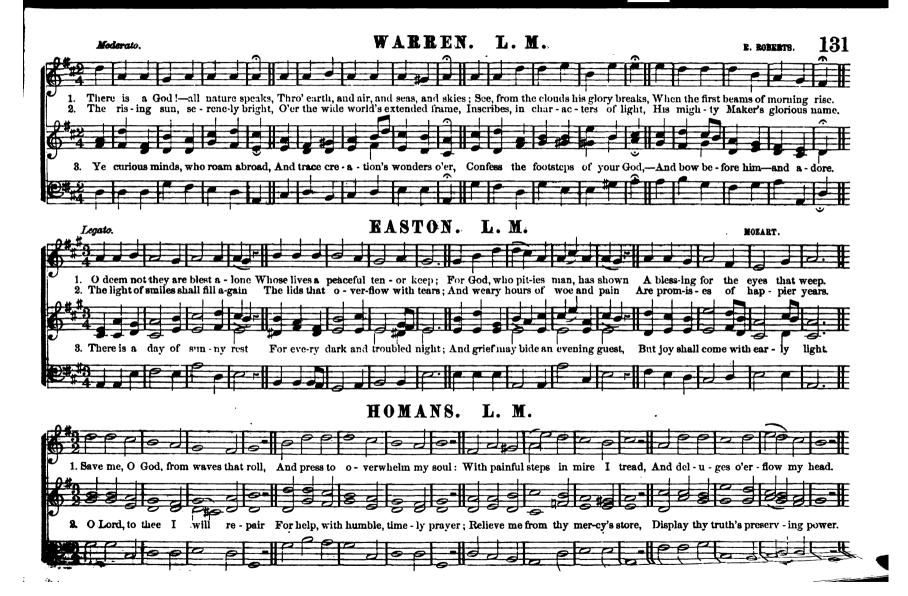


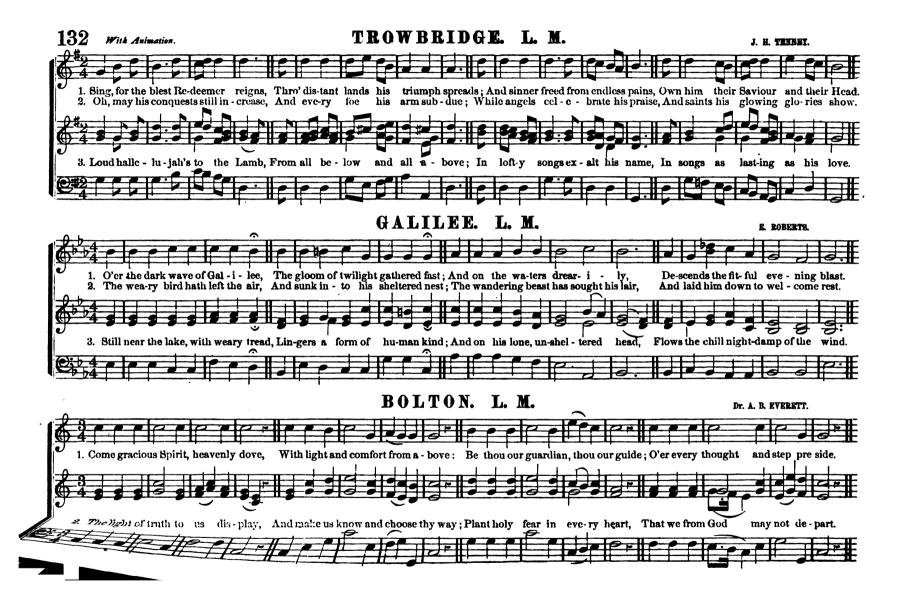






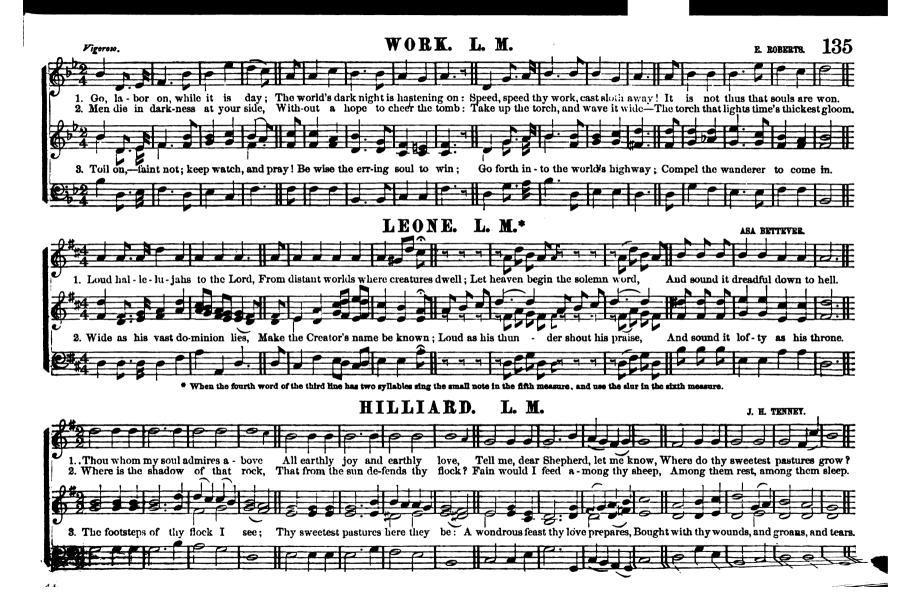


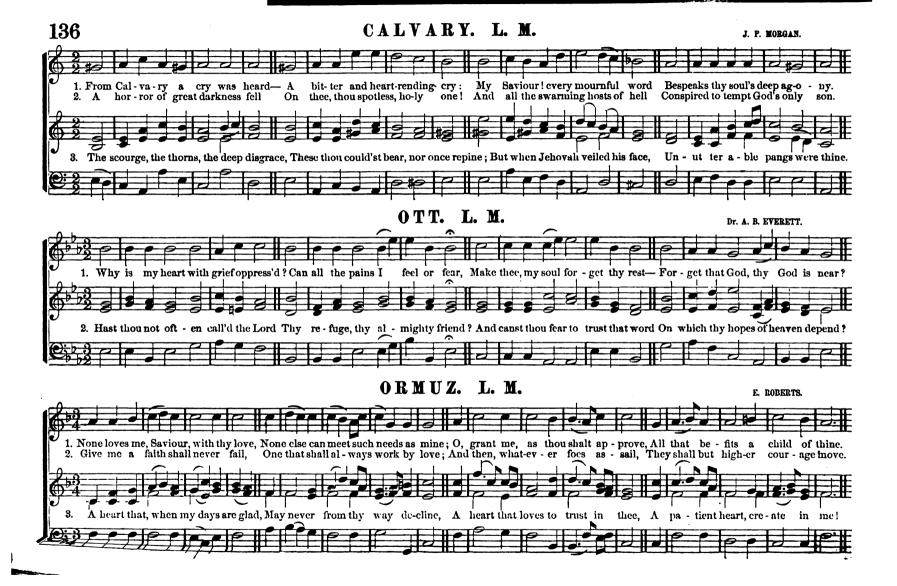




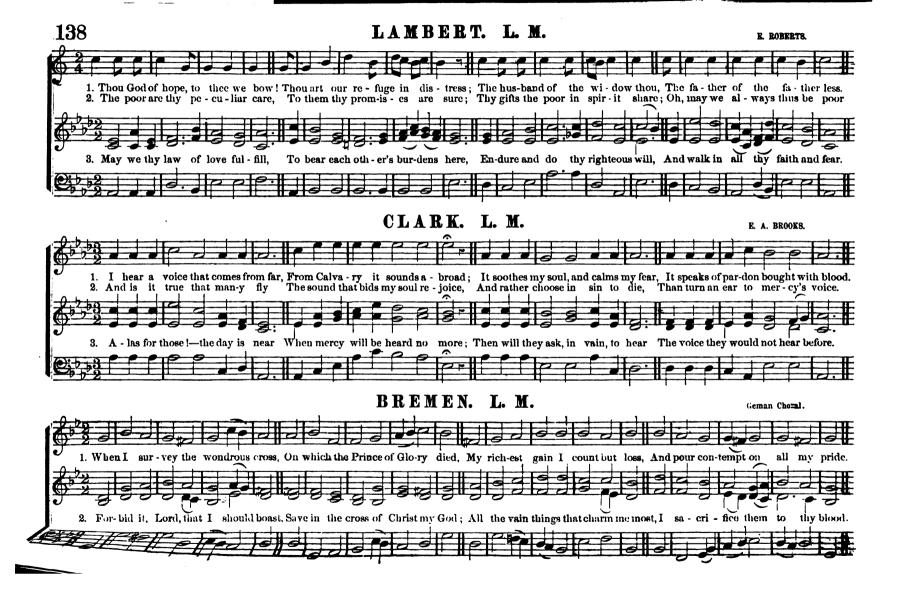


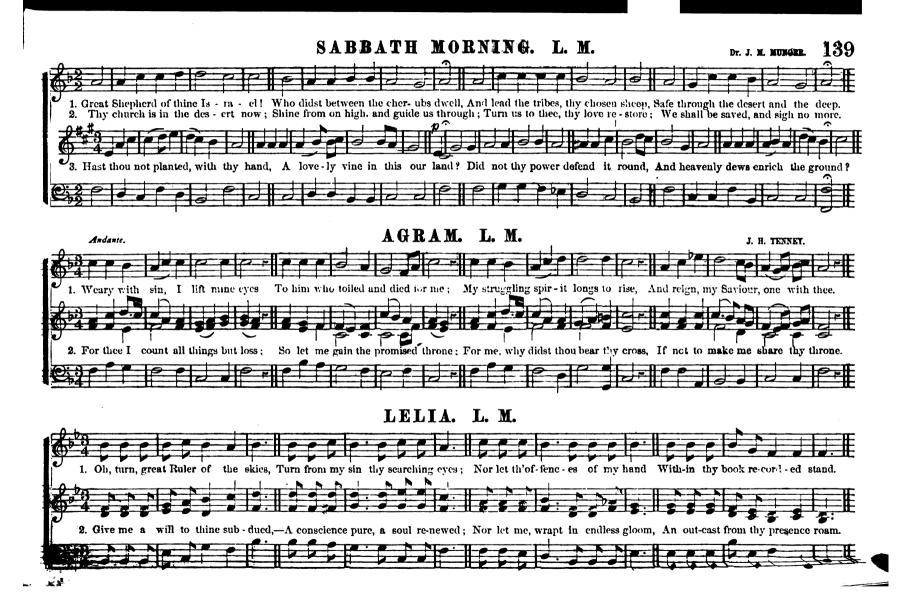










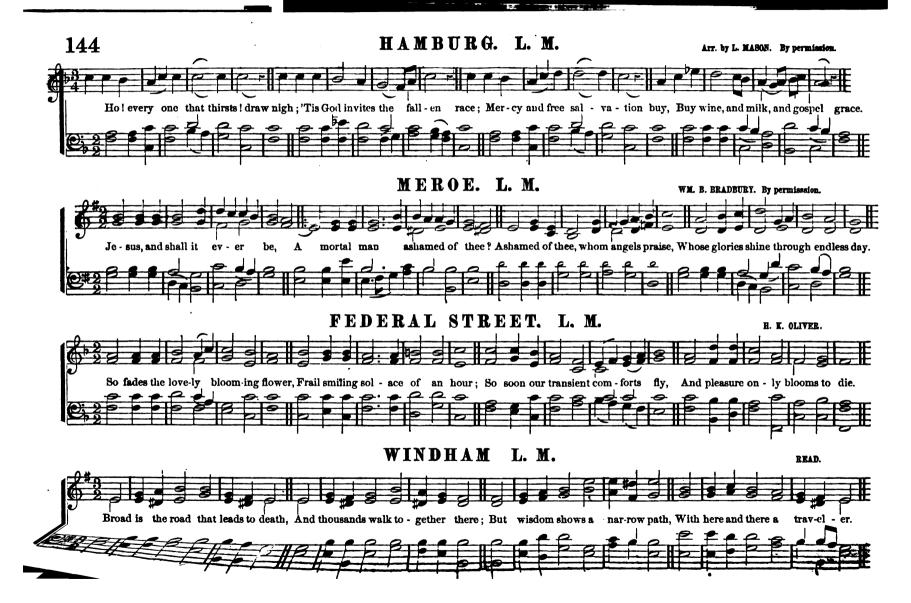




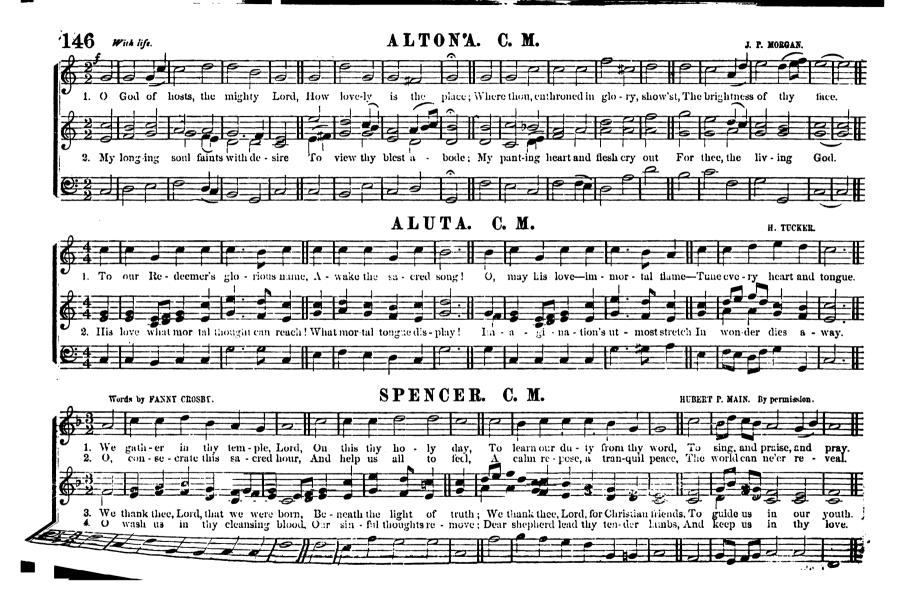




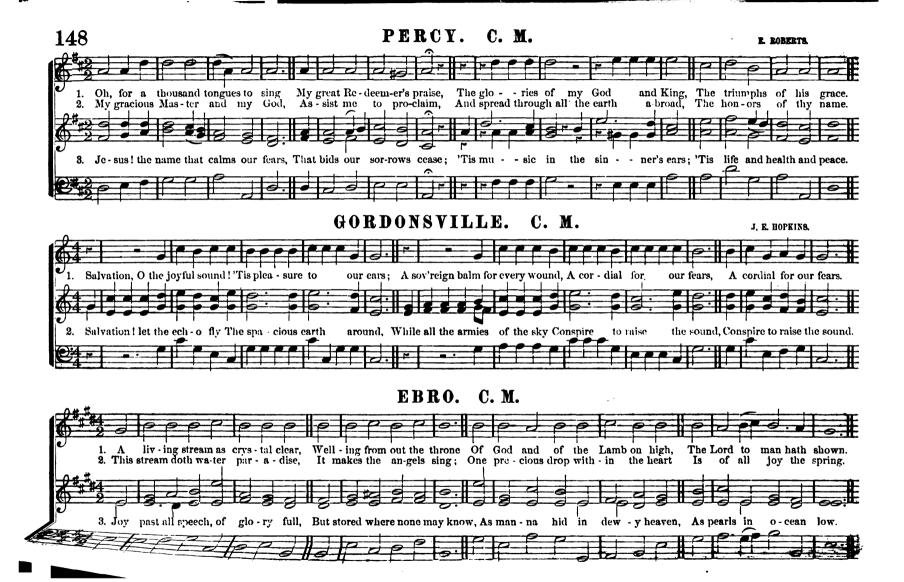




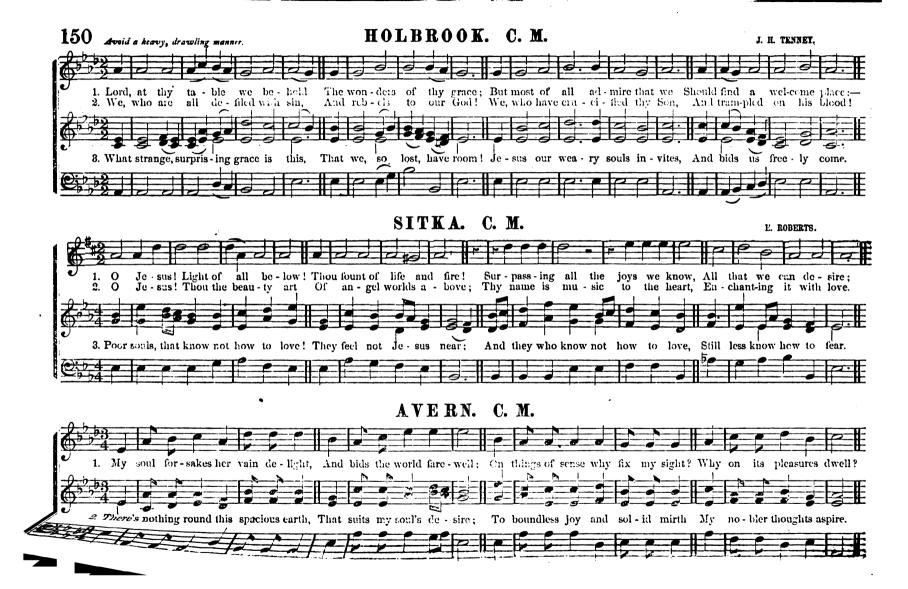














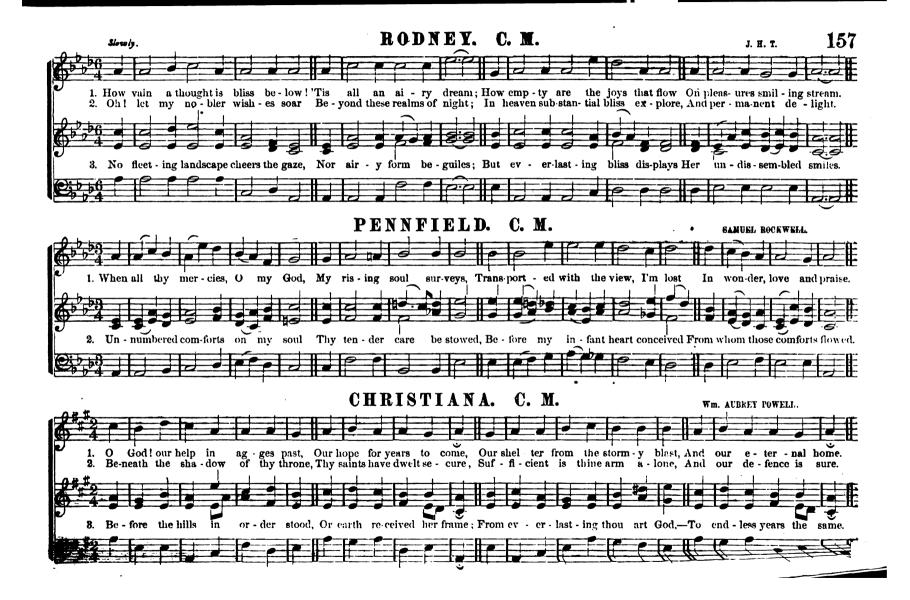






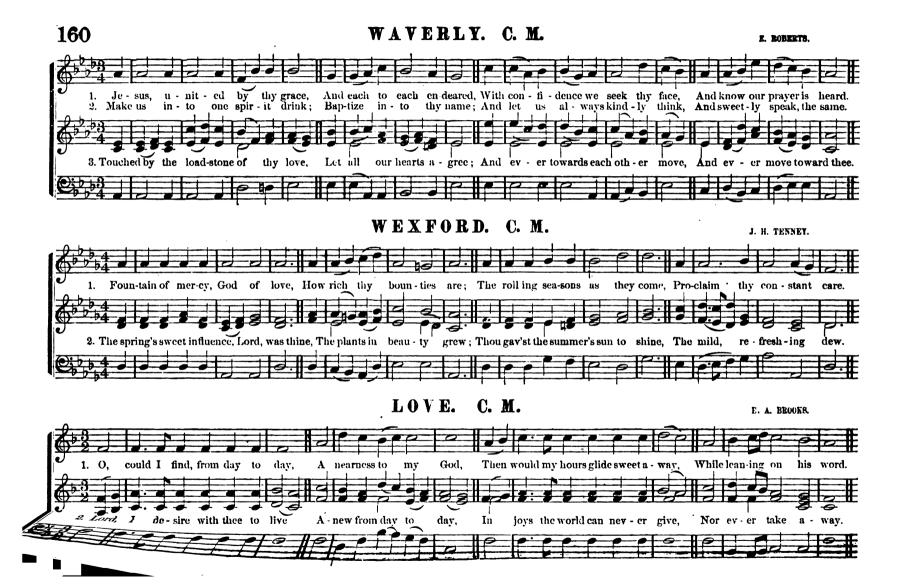








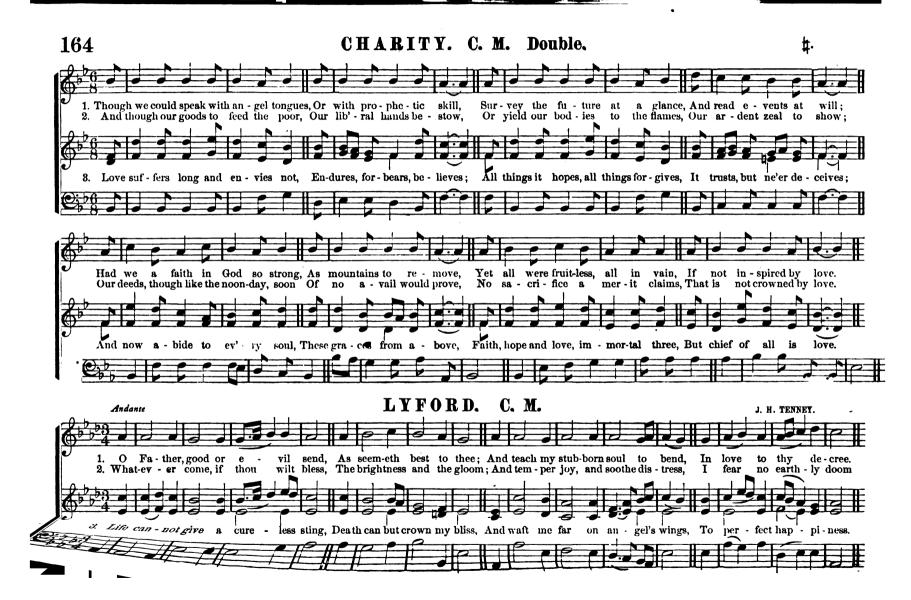




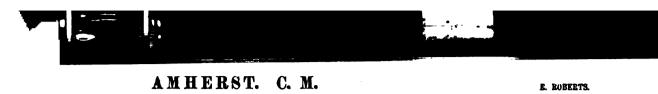




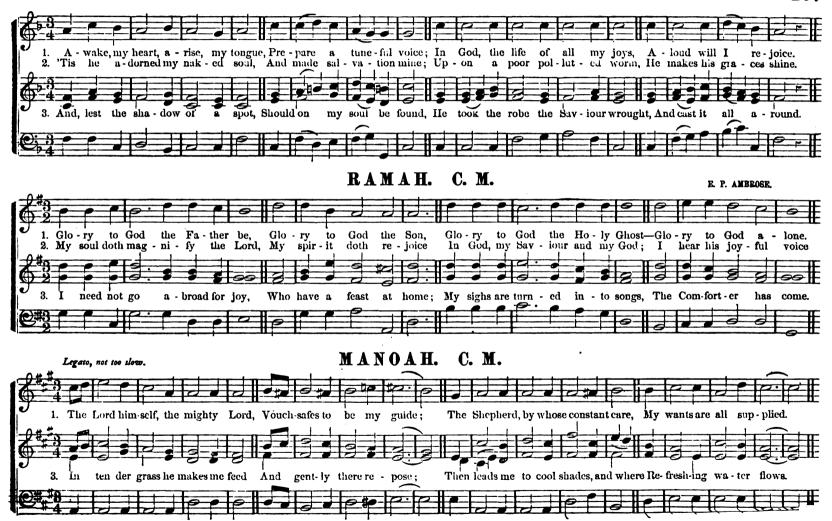








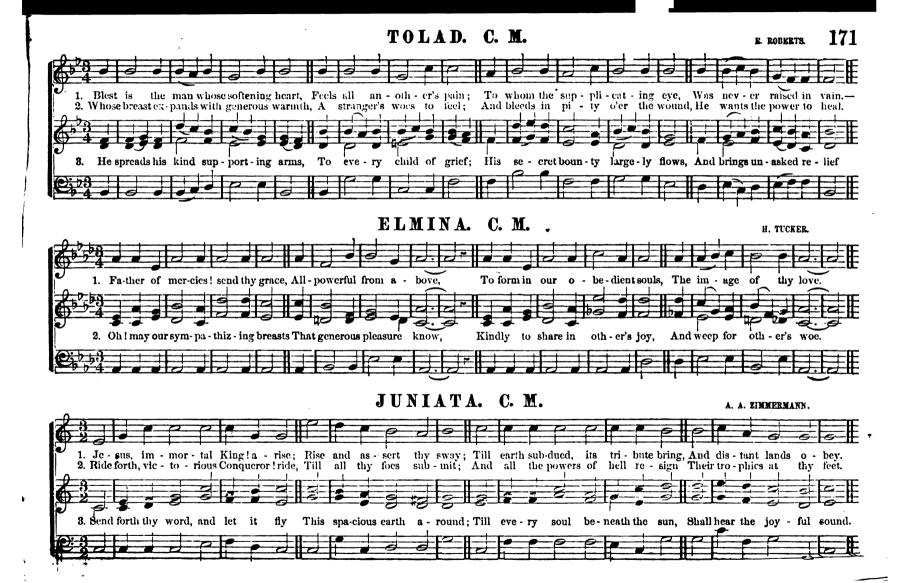








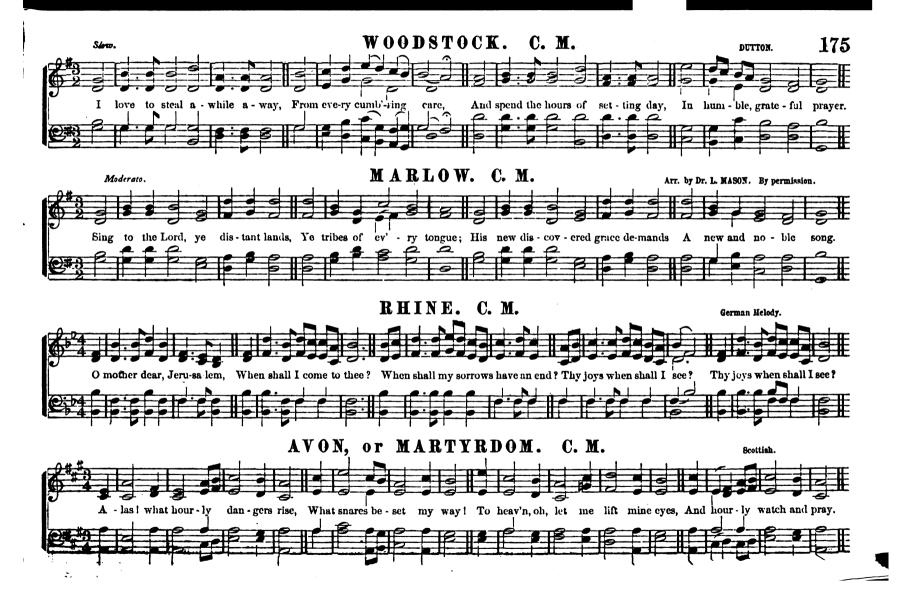


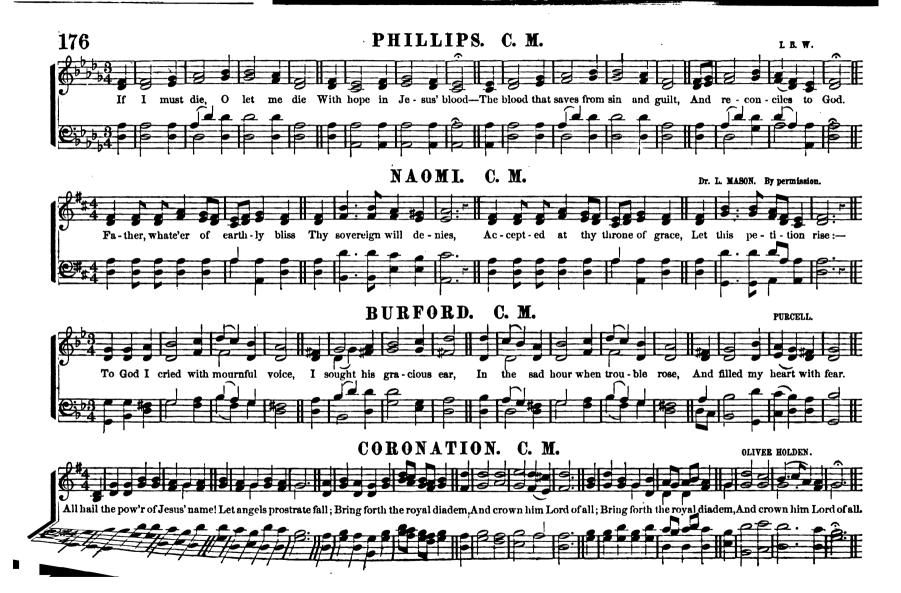










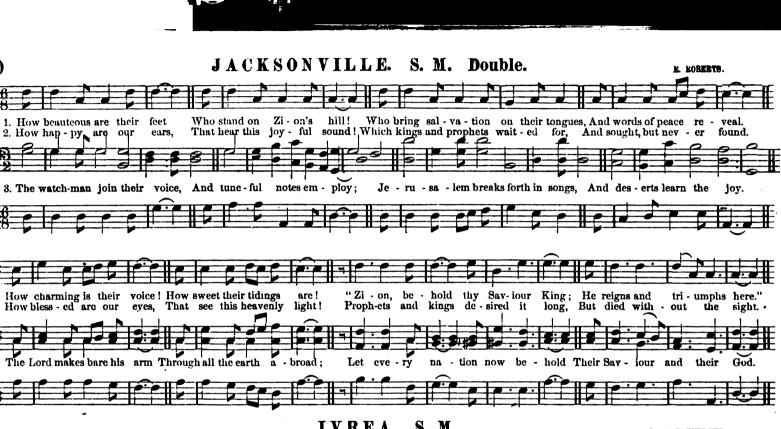


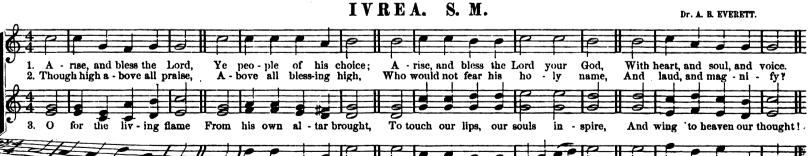


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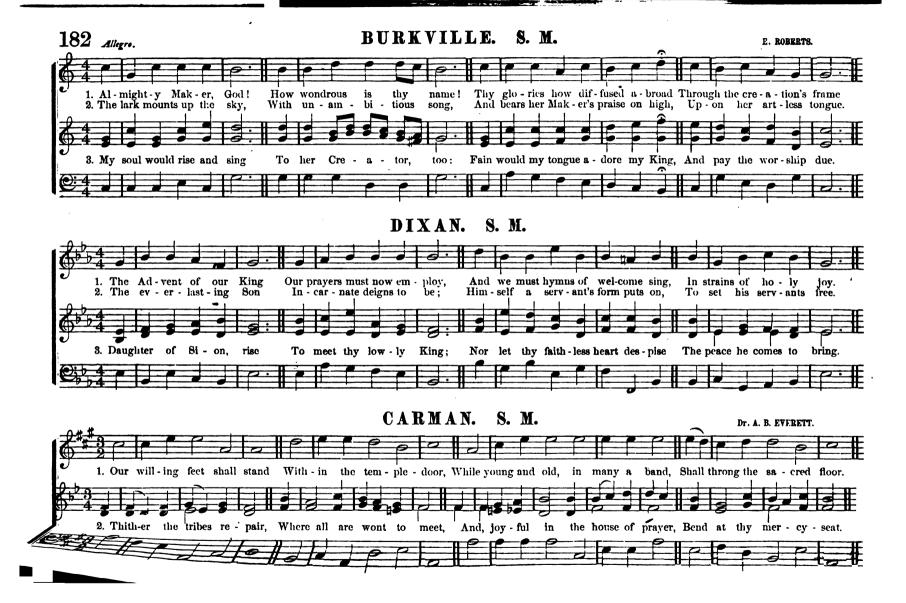


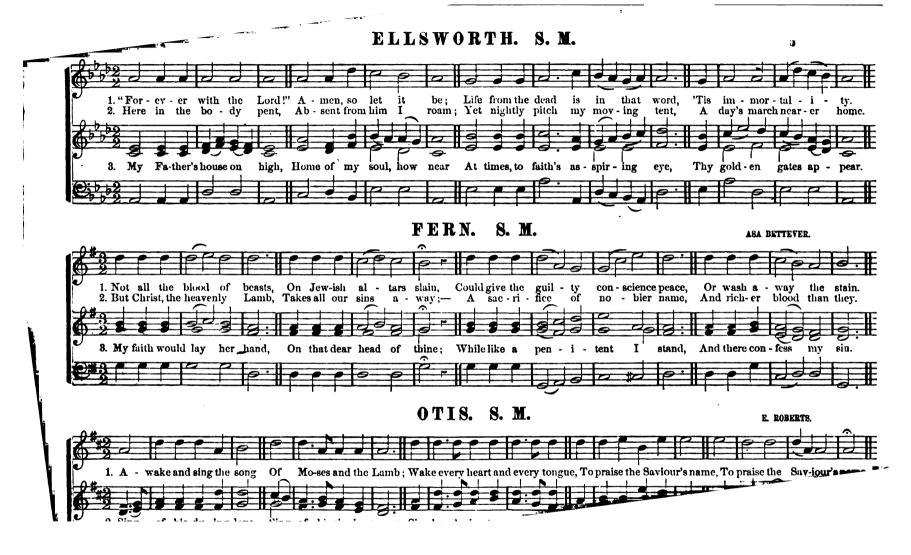




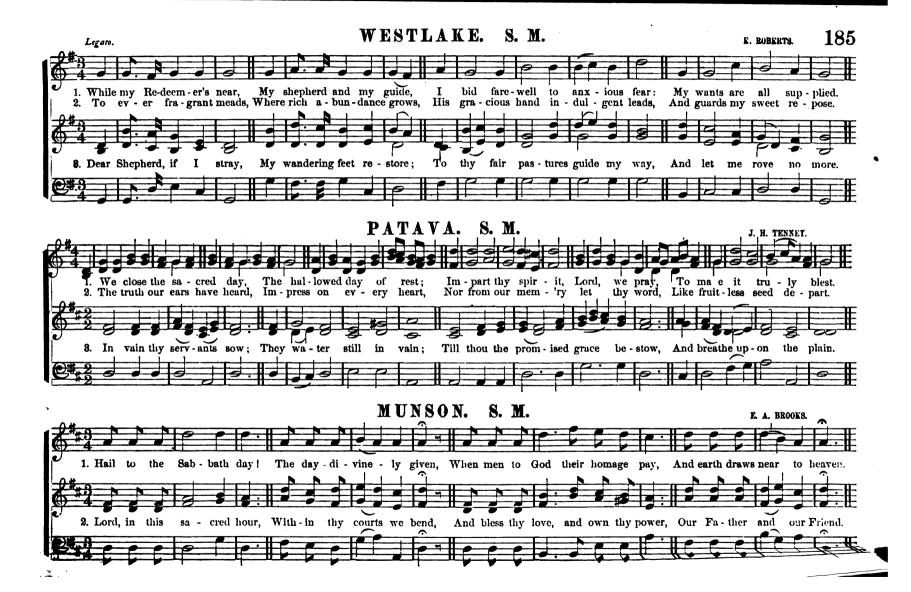


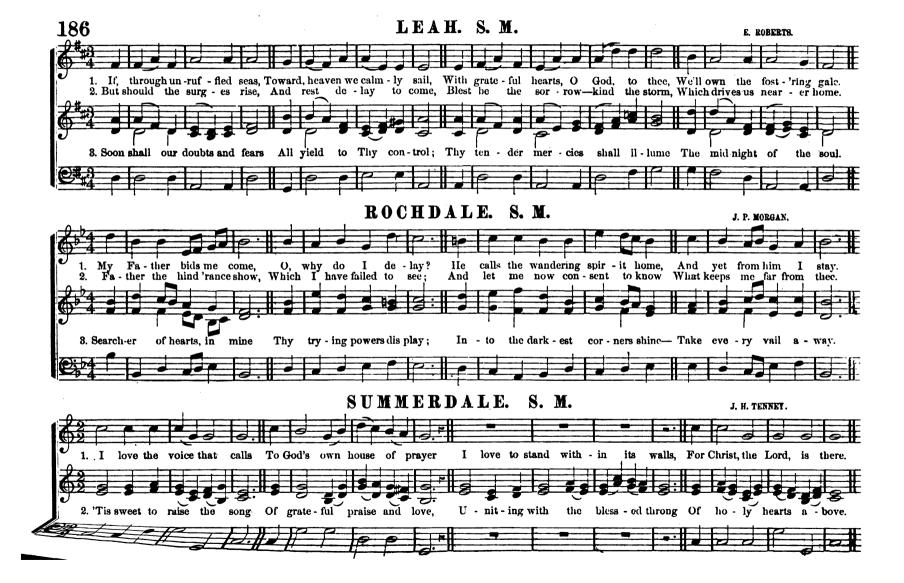


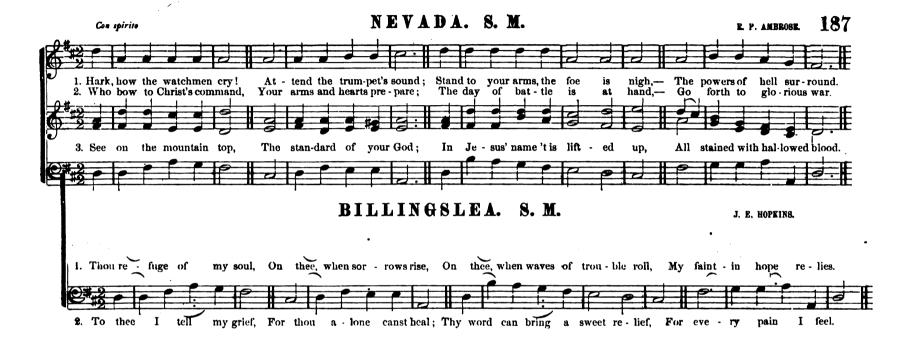




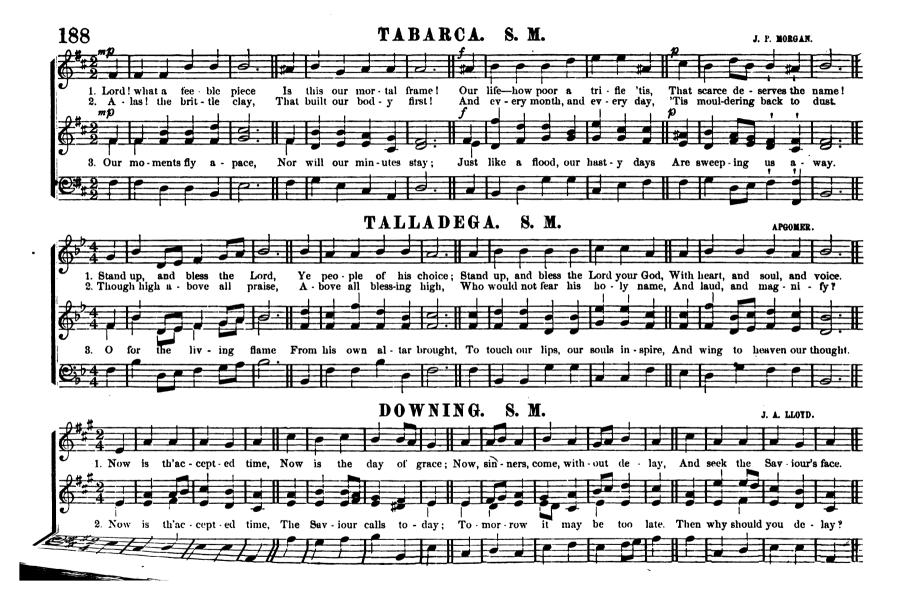


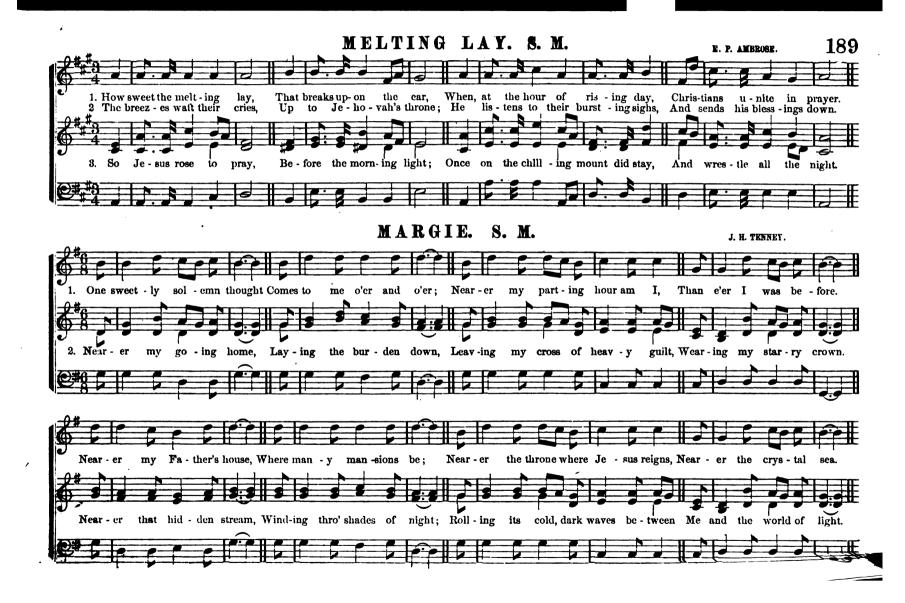








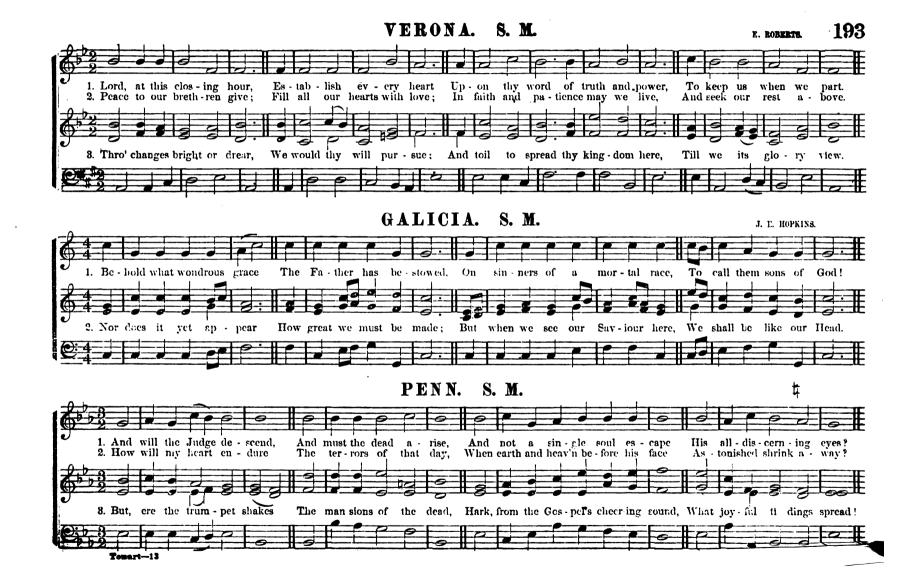




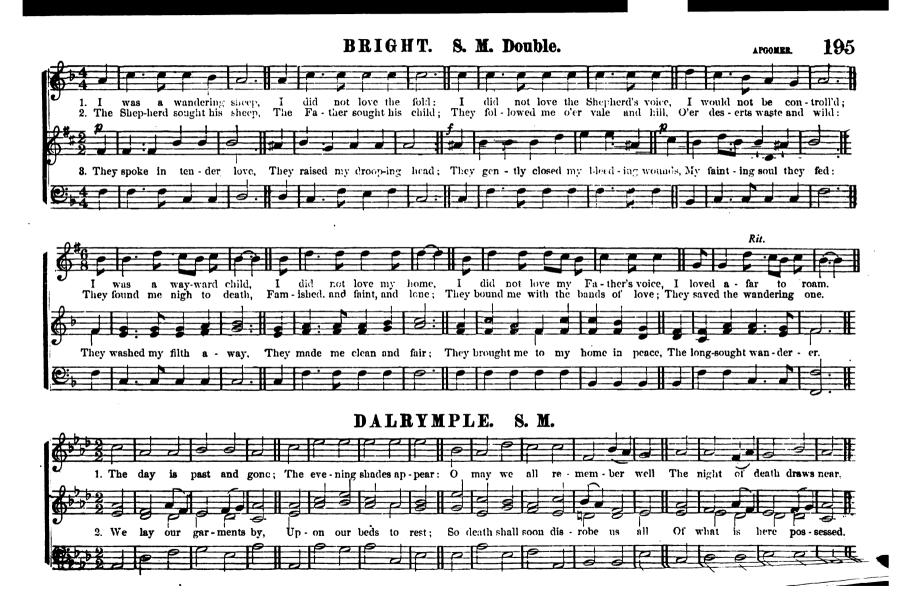




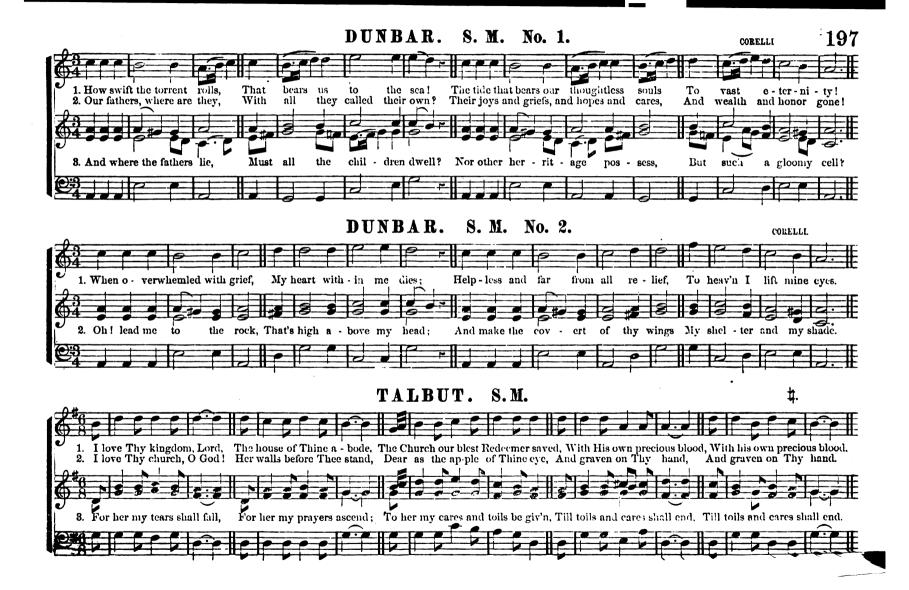


















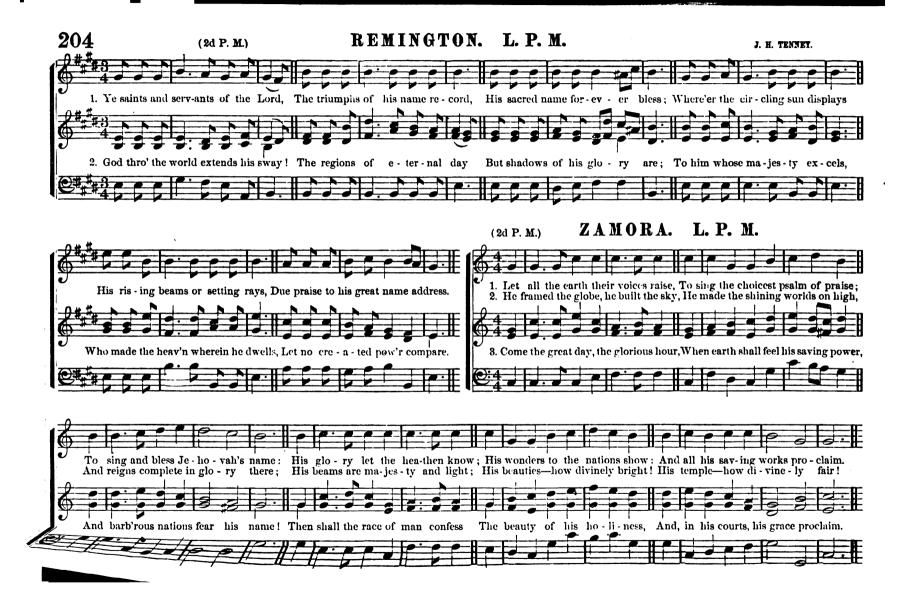




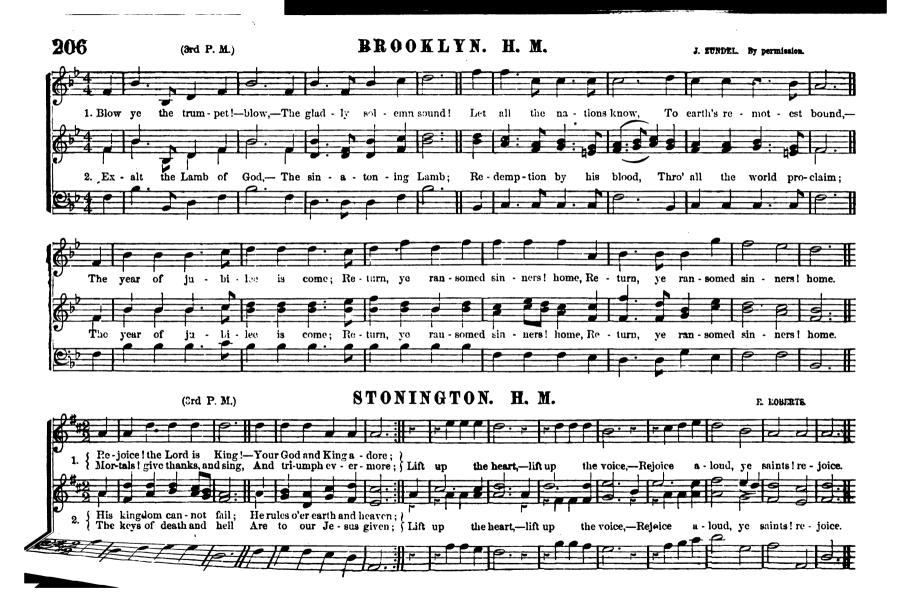




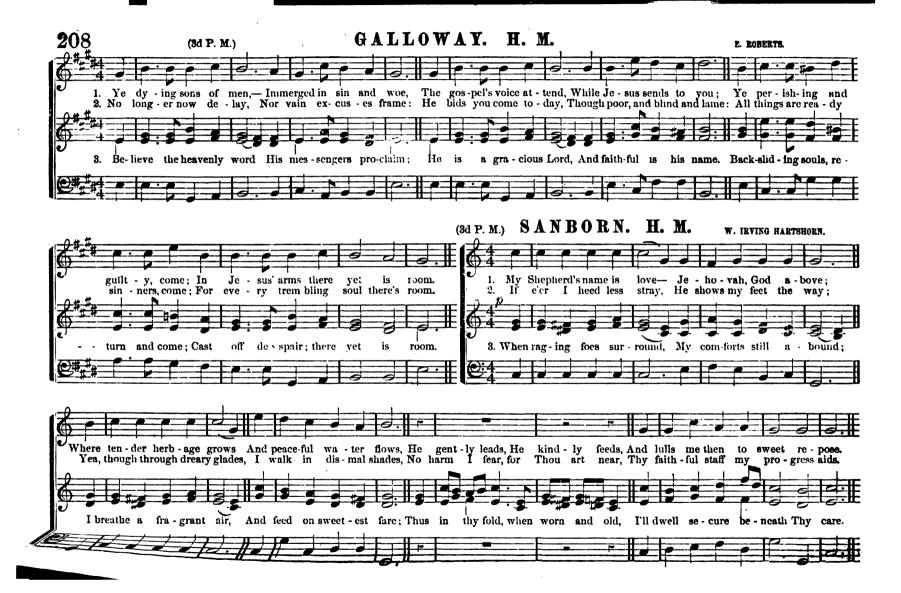


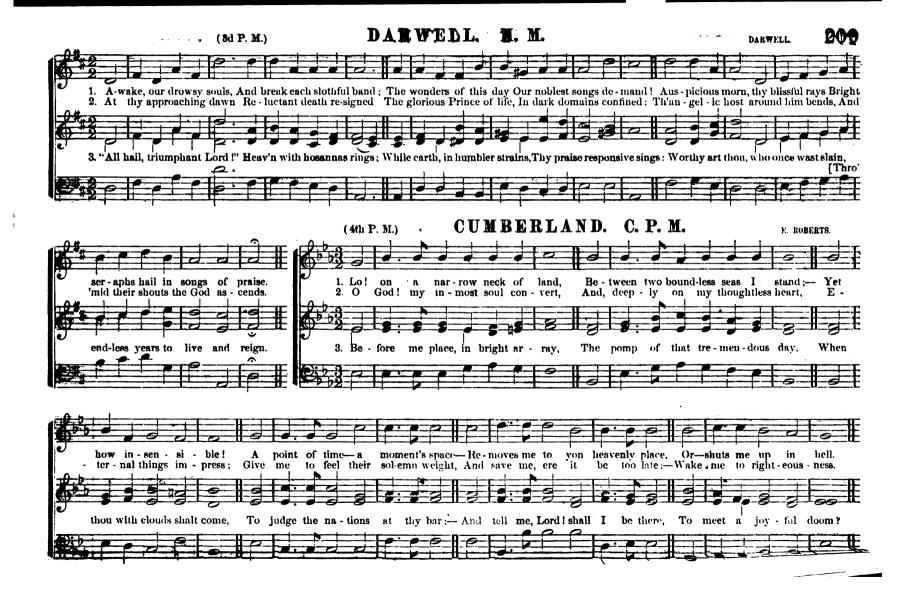














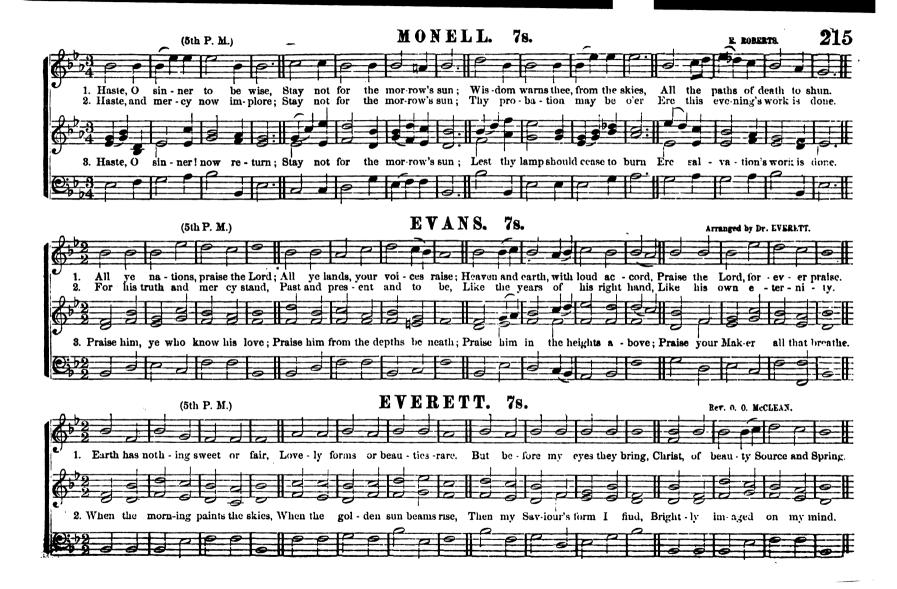








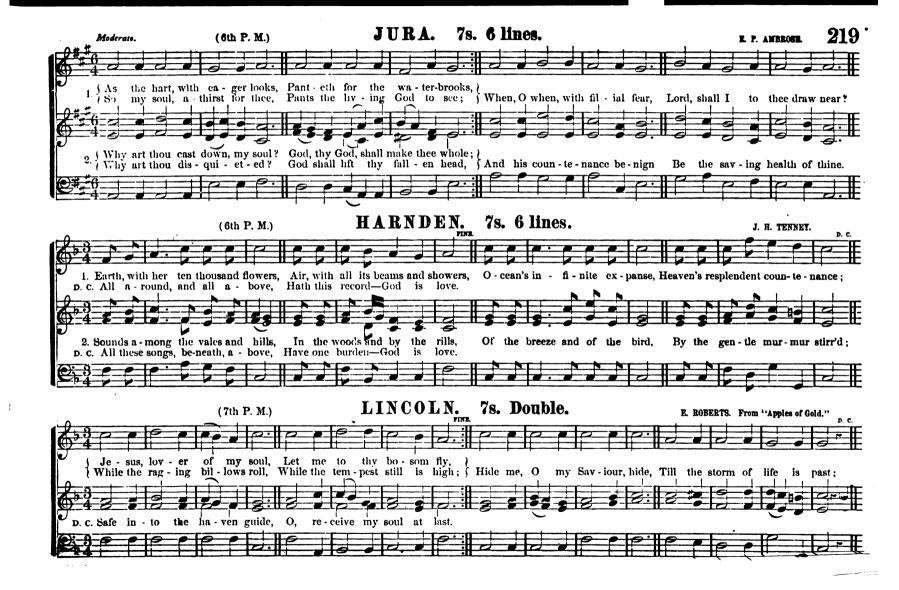


















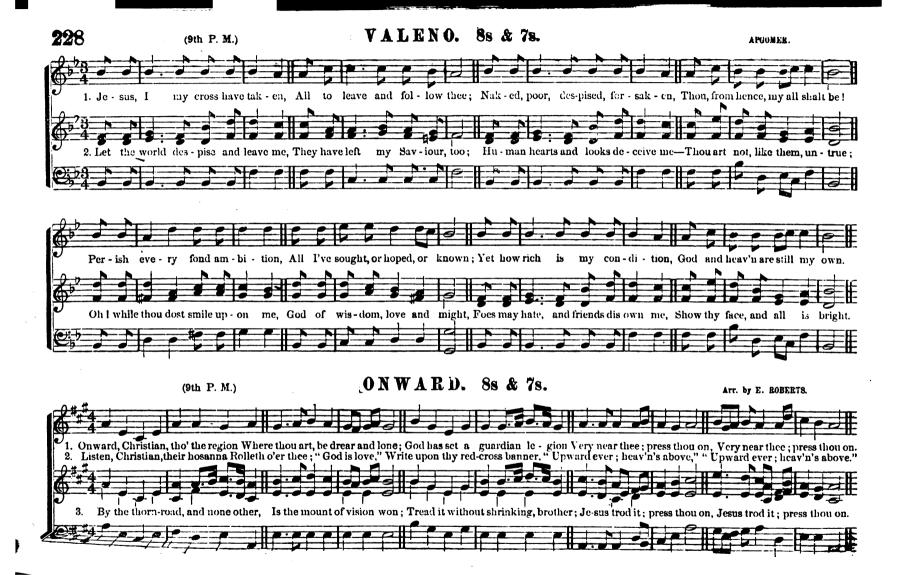


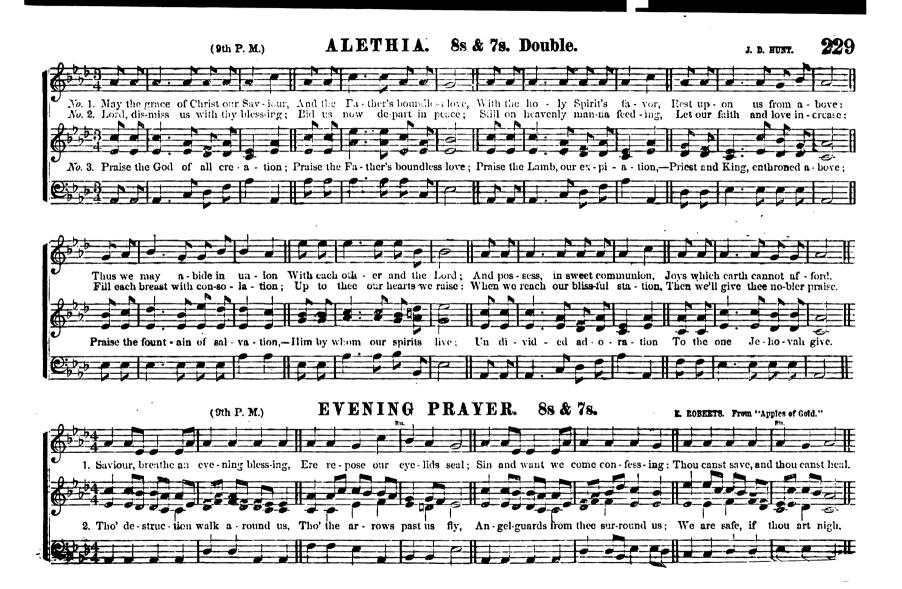














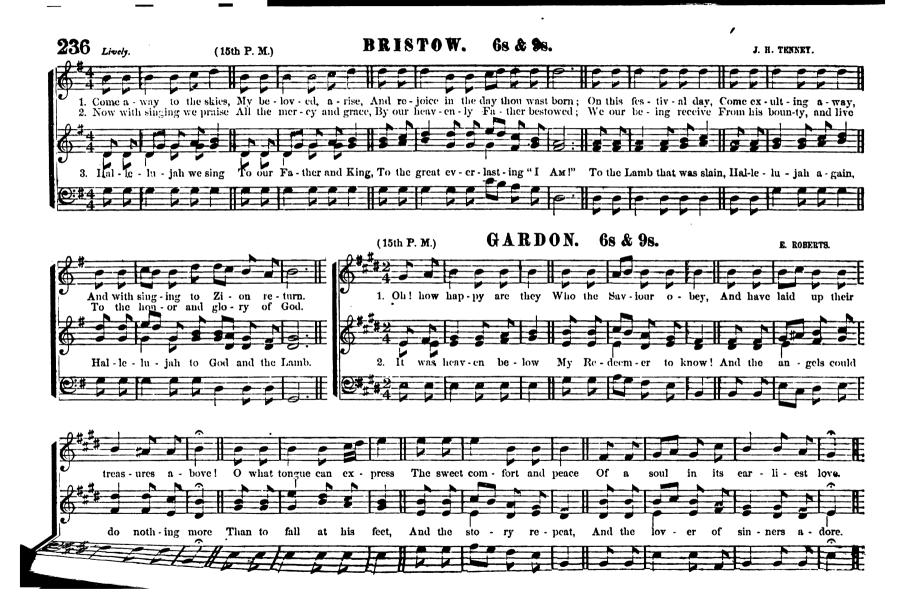












GRAMMONT. 11s & 12s. 237 (16th P. M.) E. ROBERTS. What a am thine, what a pleas-ure di - vine, bless-ing to know that my Je - sus is mine; In the heav-en 2. True pleasures a bound in the rap-tur-ous sound, And who ever hath found it, hath par - a - disc found; My Re - deem- cr FERRO. 11s & 12s. (16th P. M.) I. B. WOODBURY. am; And my heart doth re - joice at the sound of Lamb, thrice hap-py I his name 1. O join ye the an-thems of tri-umph, that rise know, to feel his blood flow, This is life ev - er - last-ing-tis heav - en 2. He gave to the light its be - nef - i - cent wings. be - low. From the throng of the blessed, from the hosts of the skies; Alle - lu - ia, they sing, in rap-tur-ous strains; Al-le-lu-ia, the Lord God om - nip-o-tent reigns. He con-trolleth the counsels of sen-ates and kings; From his throne in the clouds his lightnings are hurled, And he rul-eth the factions that rage thro' the world.







YORKTOWN. 68 & 4s. 240 (19th P. M.) 1. Let us awake our joys, Strike up with cheerful voice, Each creature, sing ; Angels, begin the song, Mortals, the strain prolong, In accents sweet and strong "Jesus is King." Proclaim abroad his name, Tell of his matchless fame, What wonders done; Above, beneath, around, Let all the earth resound, Till heav'n's high arch rebound, "Victory [is won." ITALIAN HYMN. 6s & 4s. Allegro. (19th P. M.) GIARDINI. 1. Come, thou almighty King! Help us thy name to sing, Help us to praise; Father! all-glo-ri-ous, O'er all vic-to-ri-ous, Come, and reign ever us, Ancient of days.

2. Come, thou incarnate Word! Gird on thy mighty sword, Our prayer attend; Come, and thy people bless, And give thy word success, Spirit of holiness, On us descending the second of the se 3. Come, holy Comfort - er! Thy sa cred witness bear, In this glad hour; Thou, who almighty art, Now rule in every heart, And ne'er from us depart, Spirit of powers BETHEL. 6s & 4s. (23d P. M.) E. ROBERTS. Near-er, my God, to thee, Near-er to thee! E'en tho' it be a cross, That raiseth me; Still all my song shall be,-Near-er, my God, to thee, Near-er to thee! Tho' like the wander-er, The sun gone down, Darkness be o-ver me, My rest a stone; Yet in my dreams I'd be Nearer, my God, to thee, Near-er to thee! 3. There let the way appear, Steps unto heav'n, All that thou sendest me, In mercy given; An-gels to becken me, 'Near-er, my God, to thee, Near-er to thee!









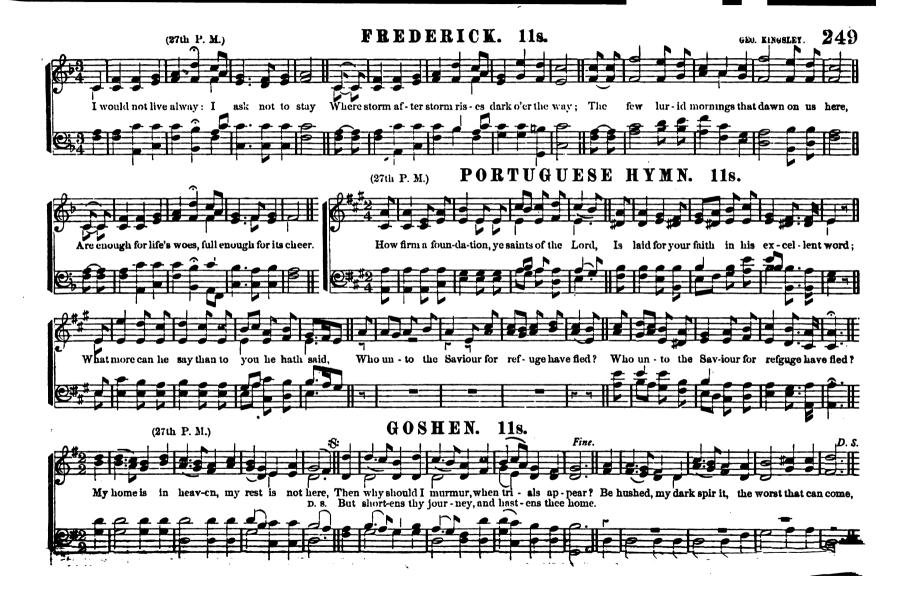




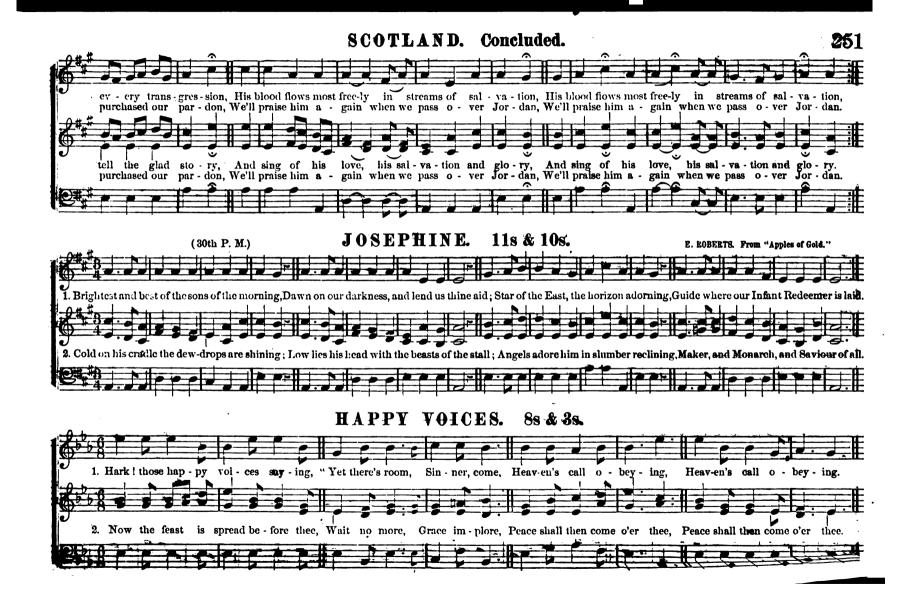




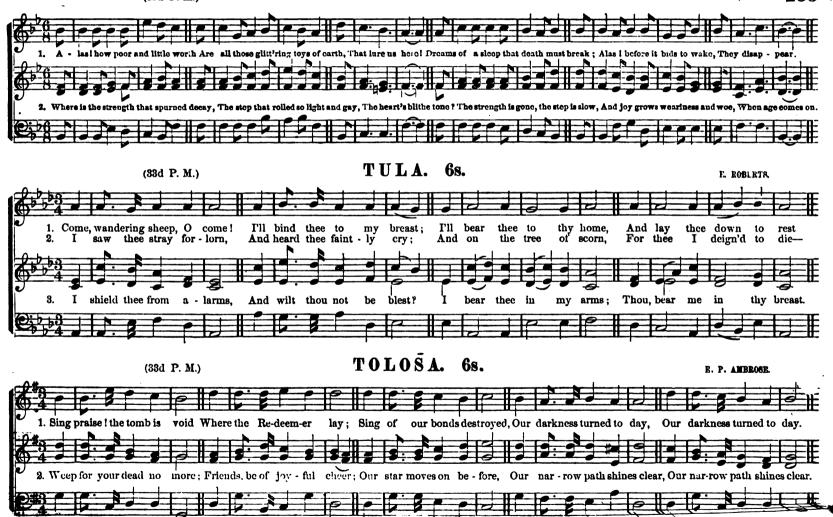


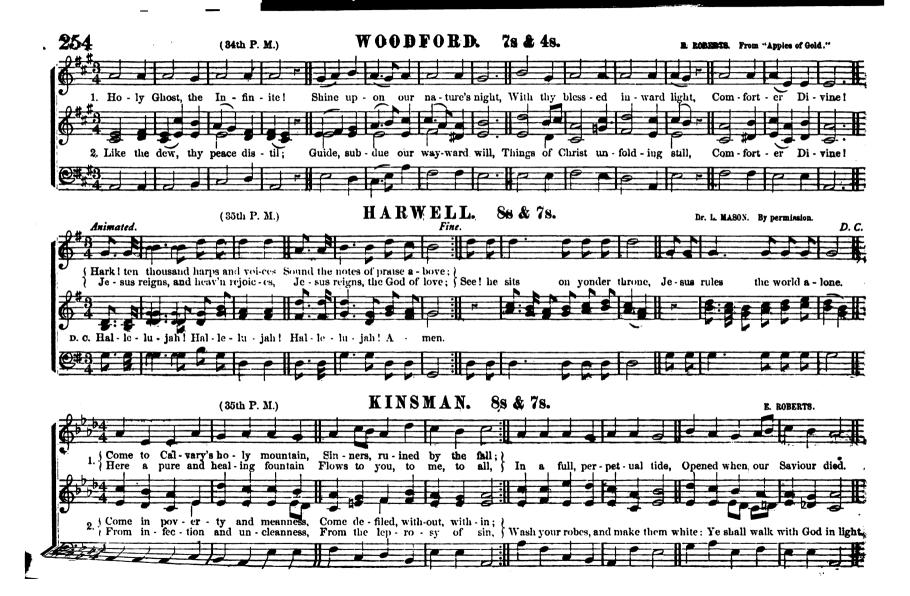








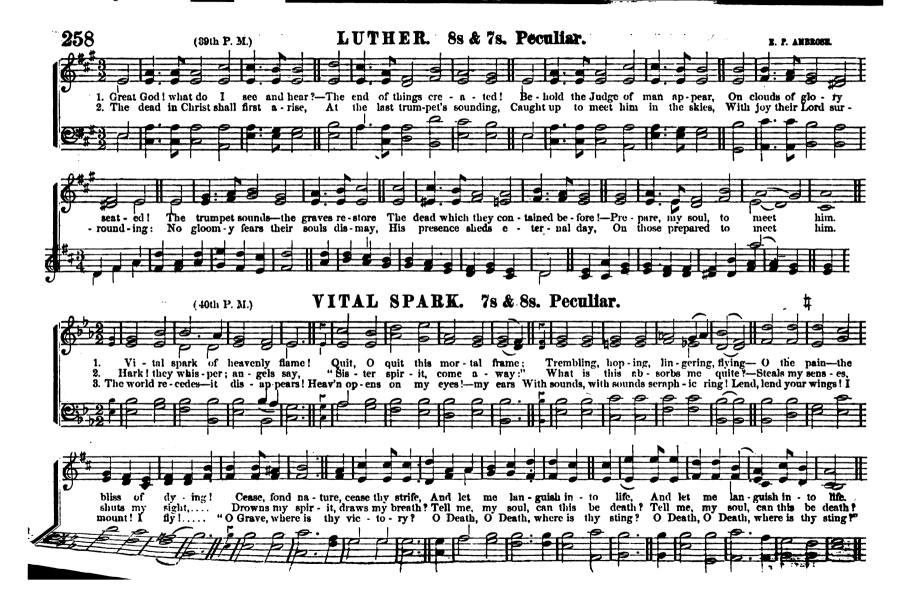












## 259

## MISCELLANEOUS METRES AND OCCASIONAL PIECES.





J. R. TENEST. 261



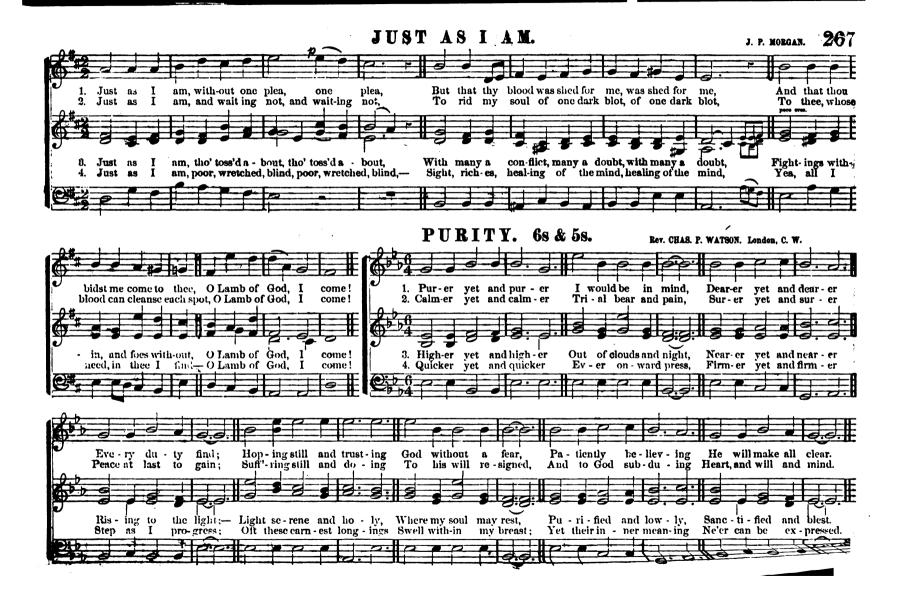












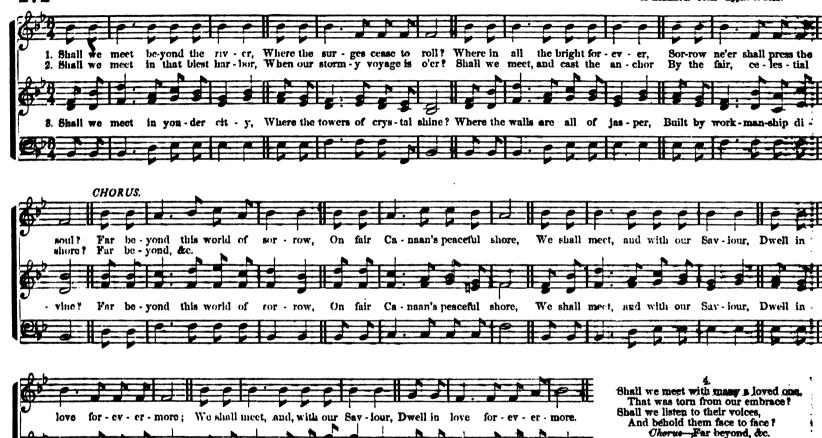


## ELSIE. 118 & 8s.









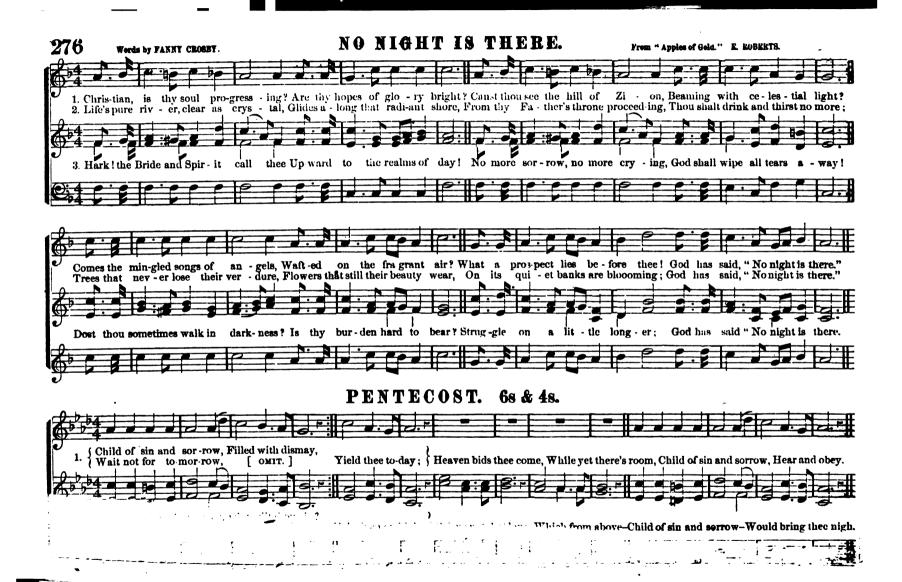
love for - ev - cr - more; We shall meet, and, with our Sav - iour, Dwell in love for - ev - er - more.

Shall we meet with Christ our Saviour,
When he comes to claim his own?
Shall we know his blessed favor,
And behold him on his throne?
There—Far beyond, &c.









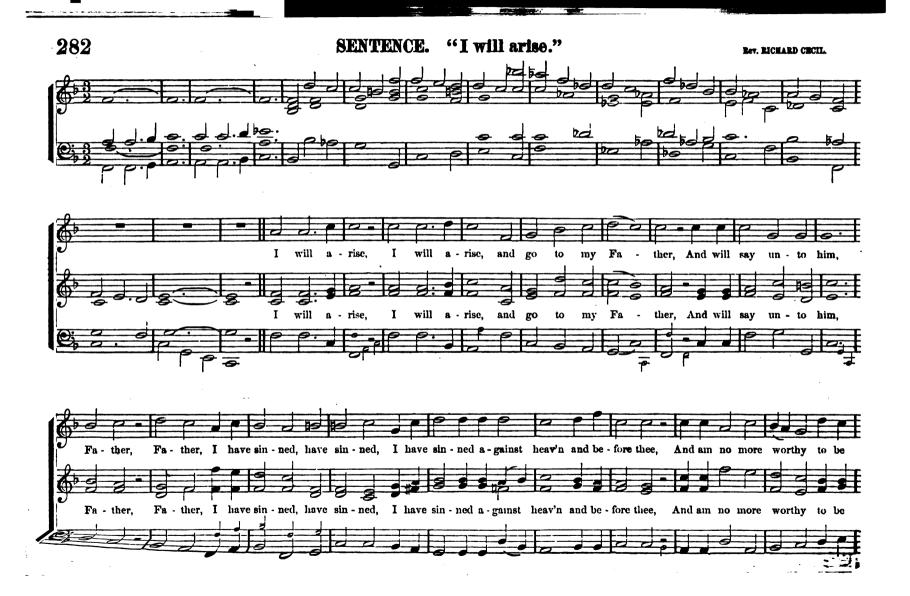




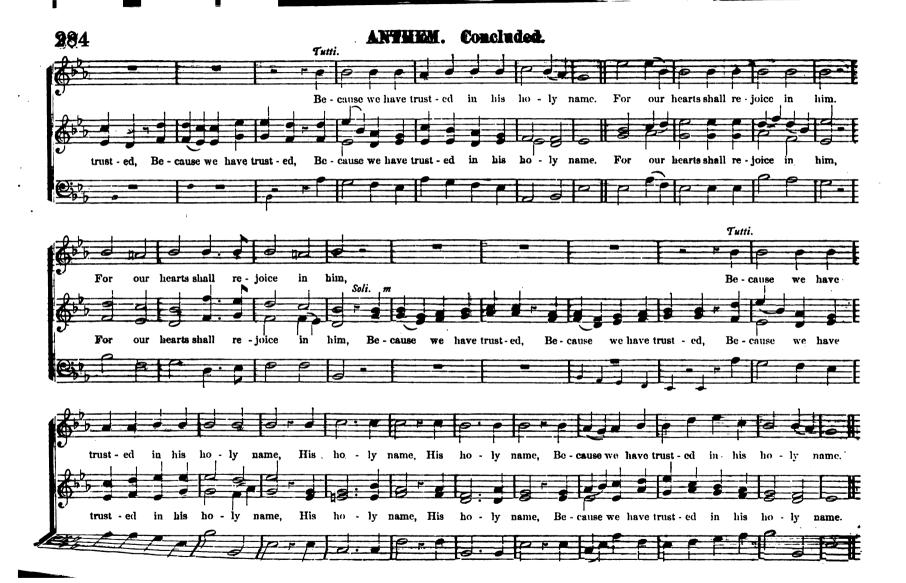


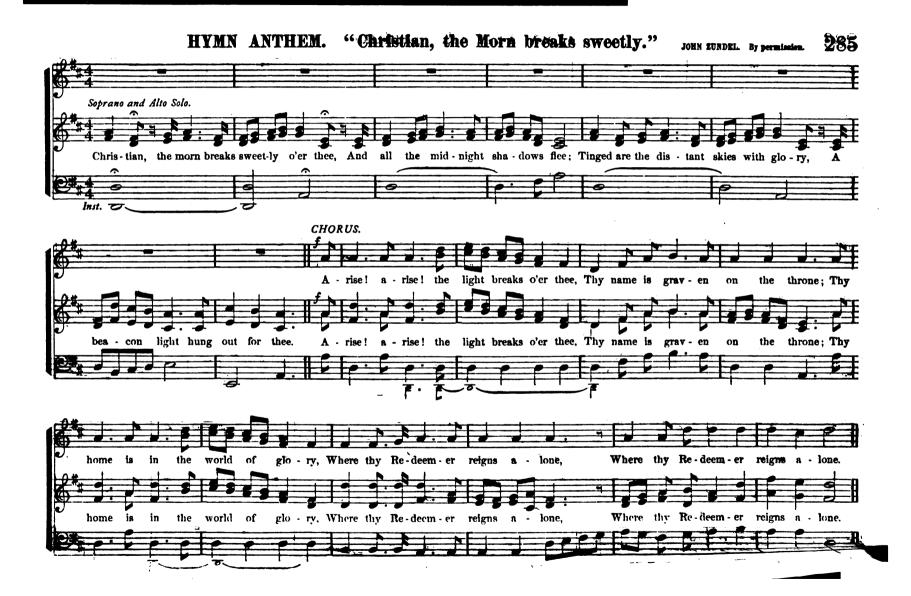




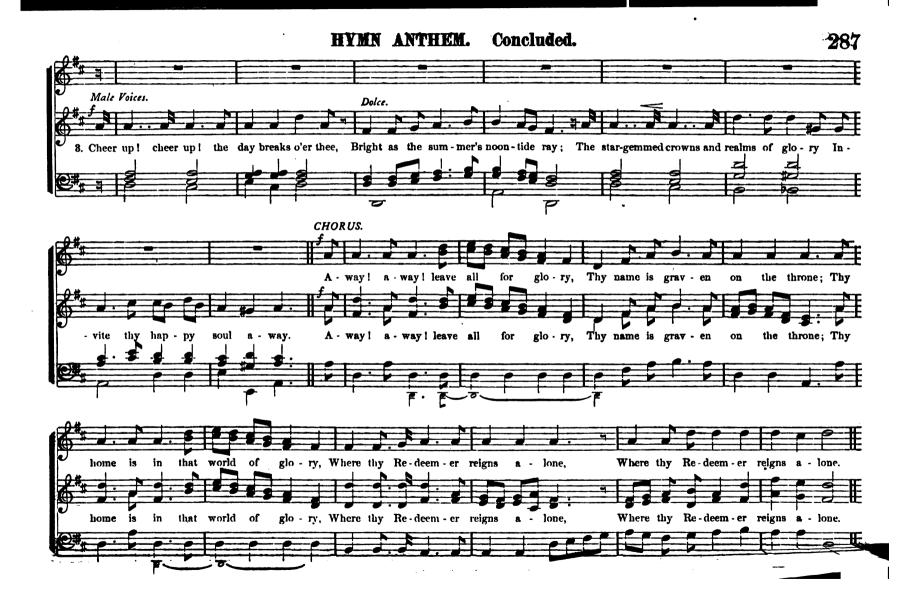


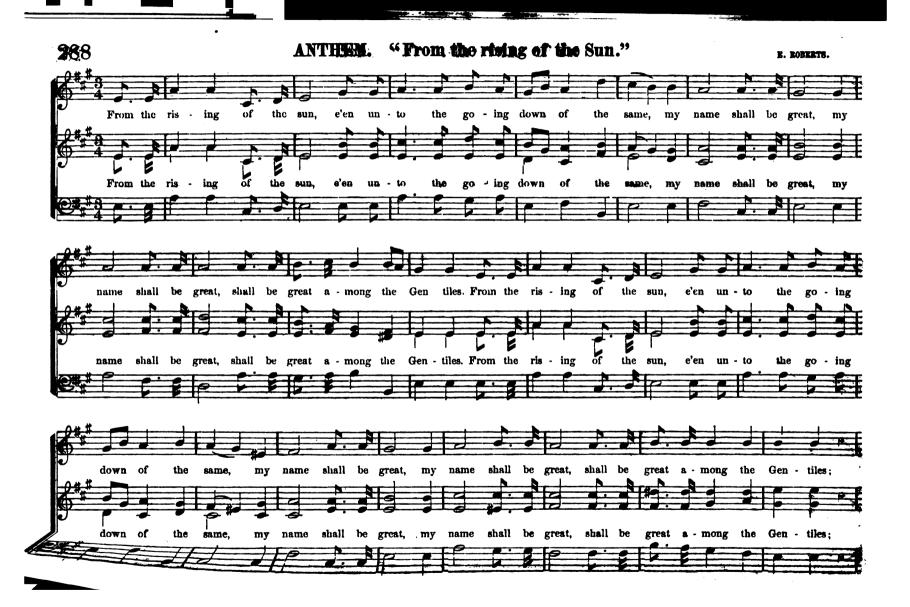












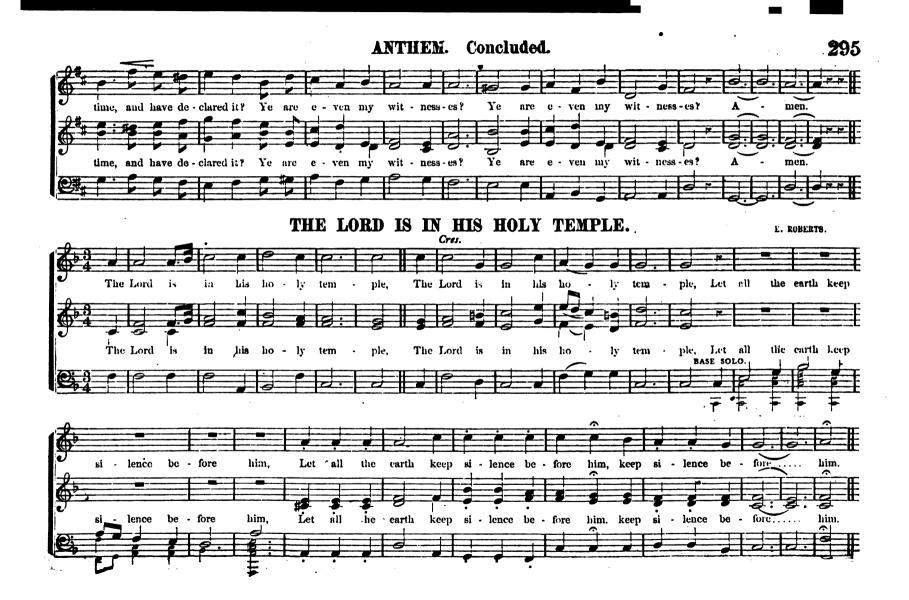


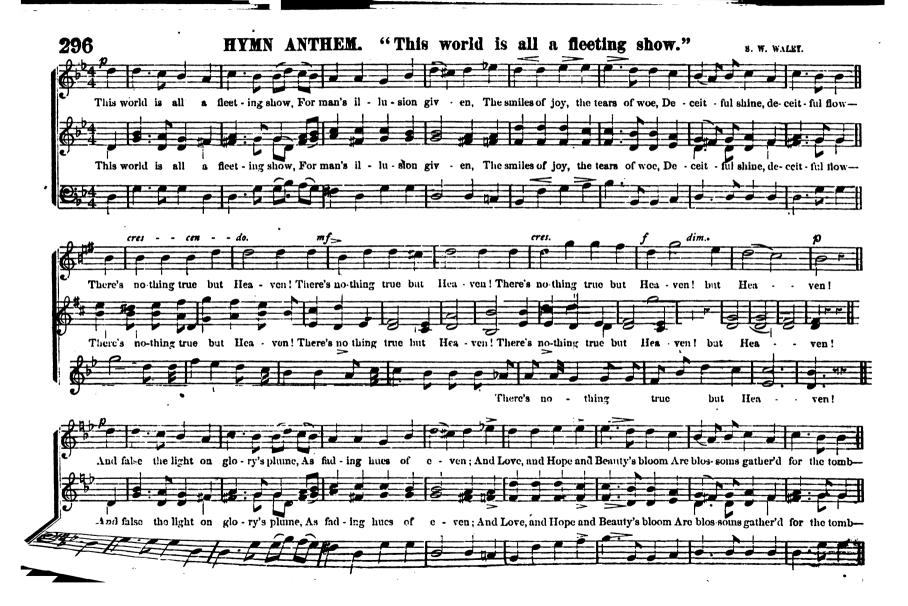


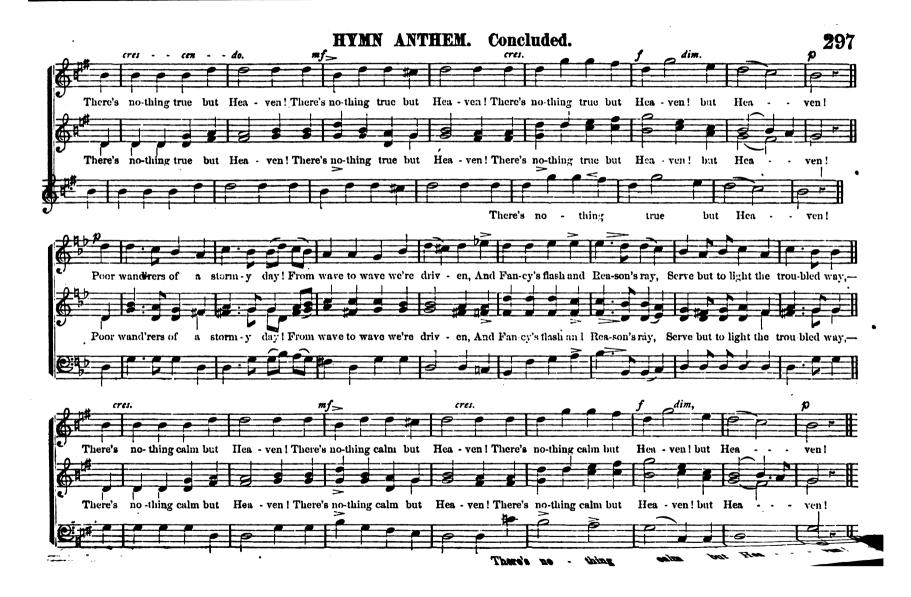




















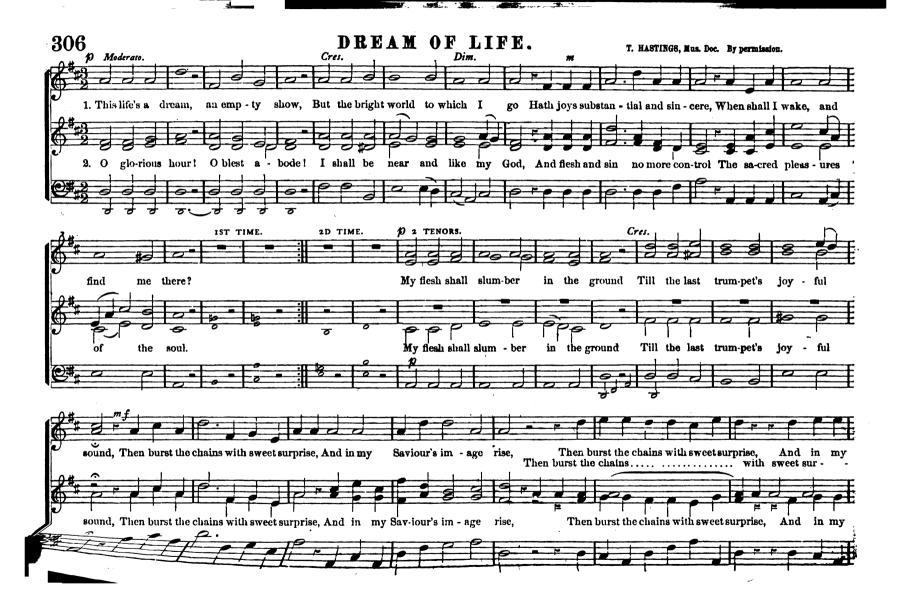


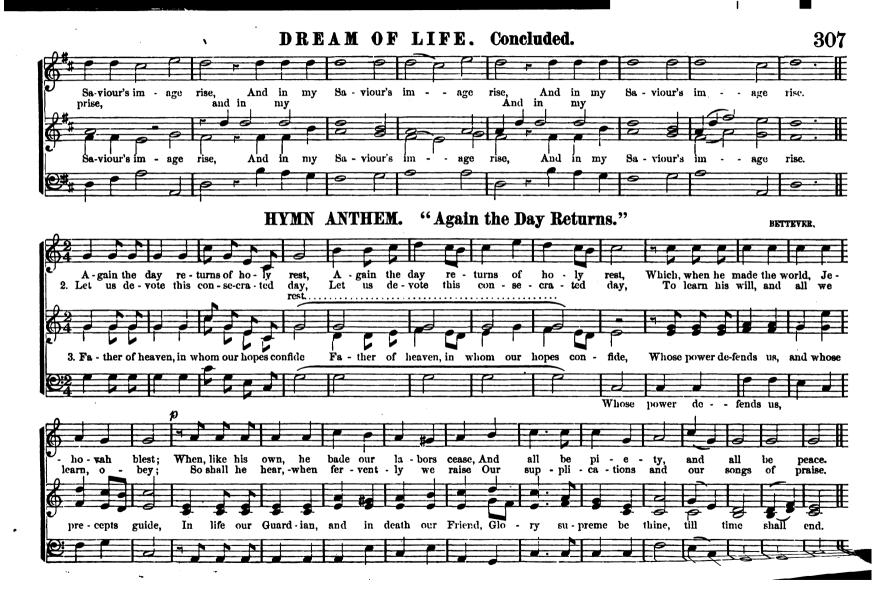




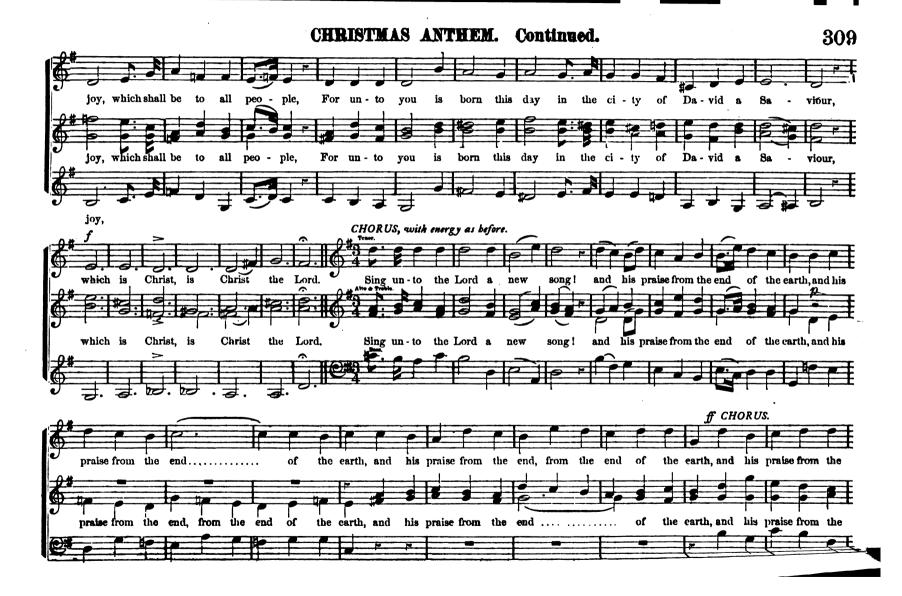


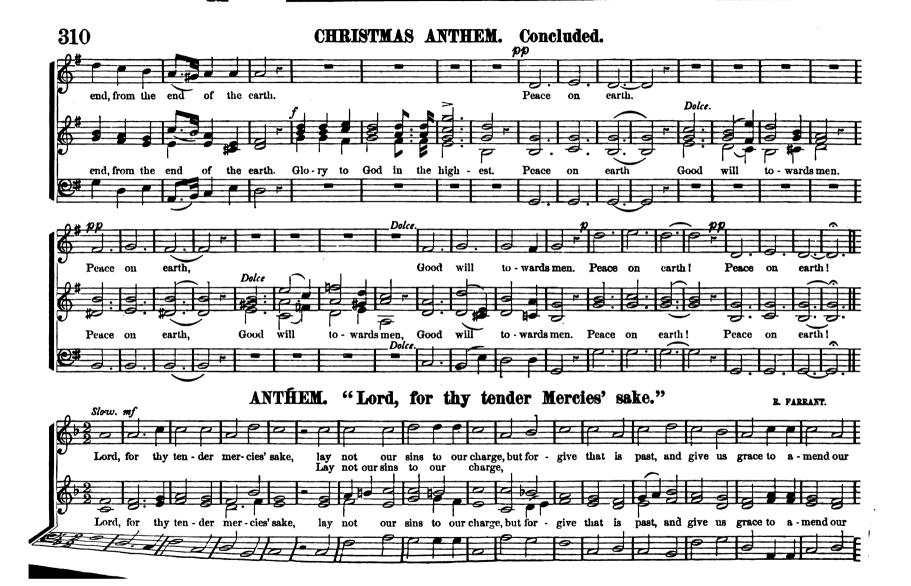


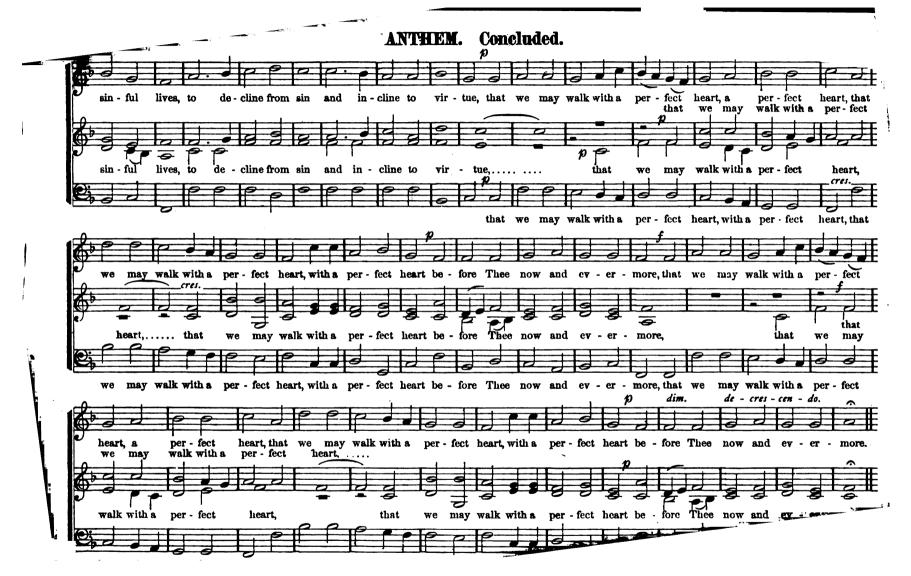






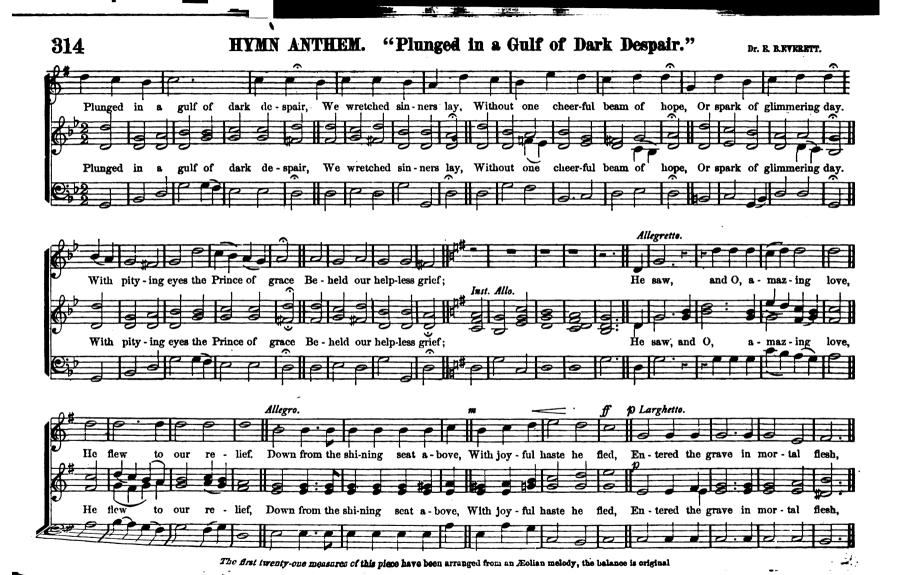


















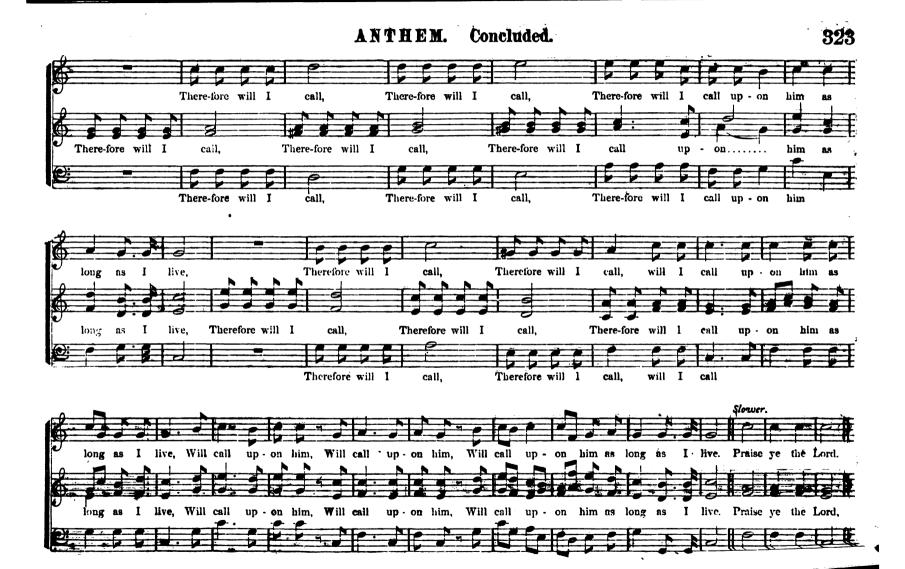


## Continued. 319 Religioso. Moderato. But he do - eth, but he in heaven. But Fa - ther, the will he, but my Fa-ther which do - eth the will, the will..... of in heaven.

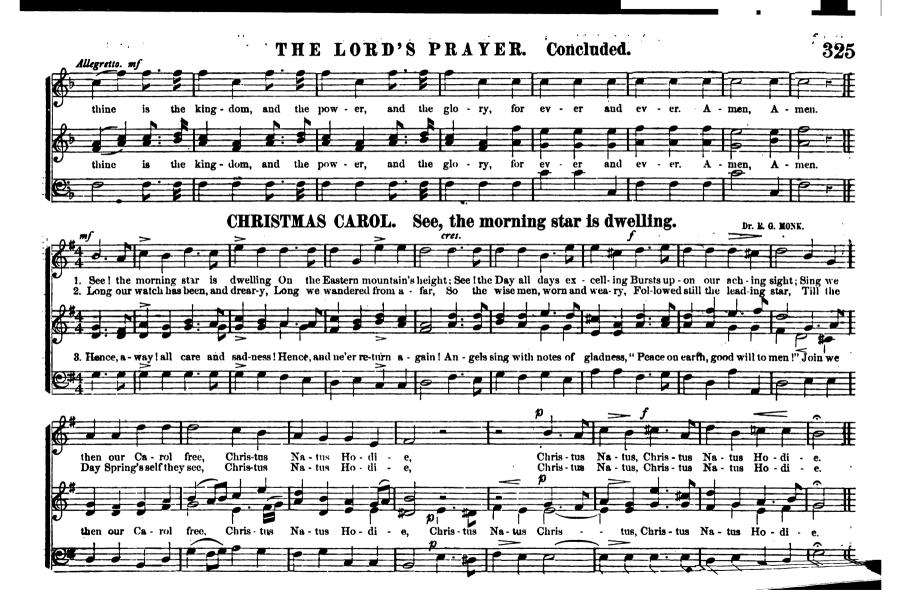


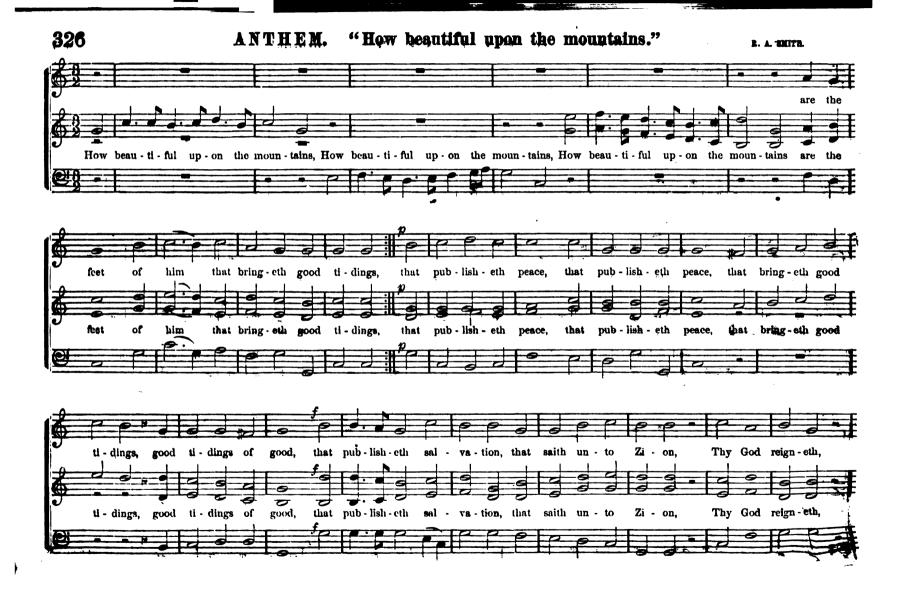


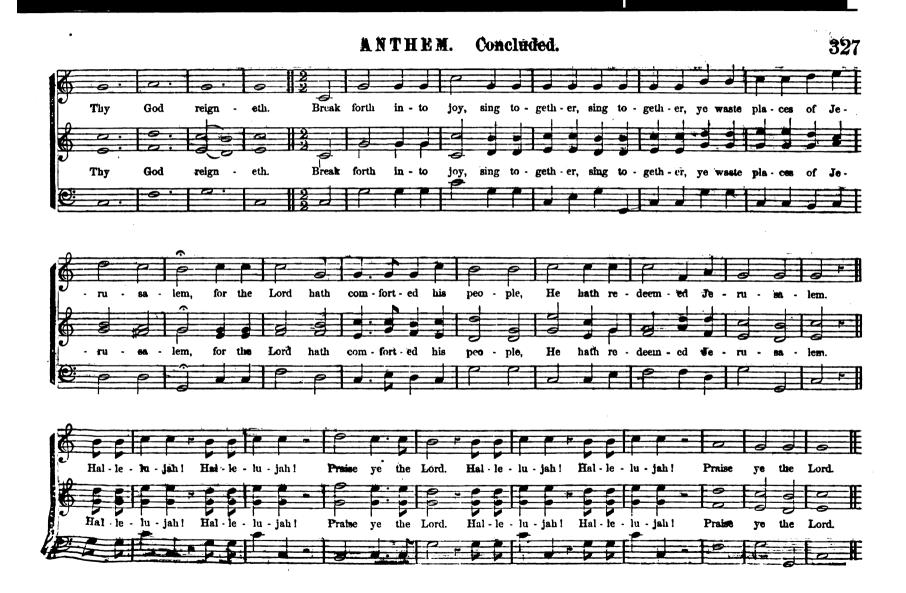








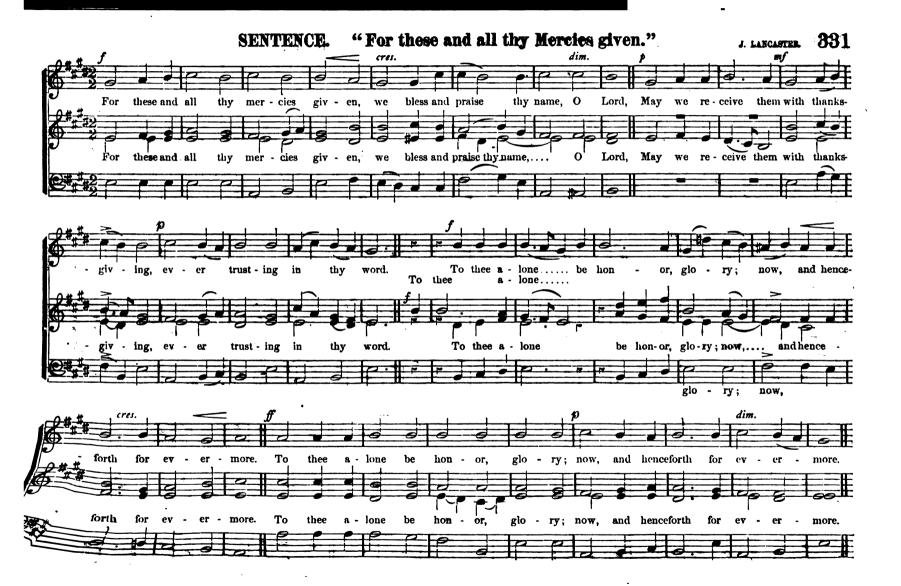


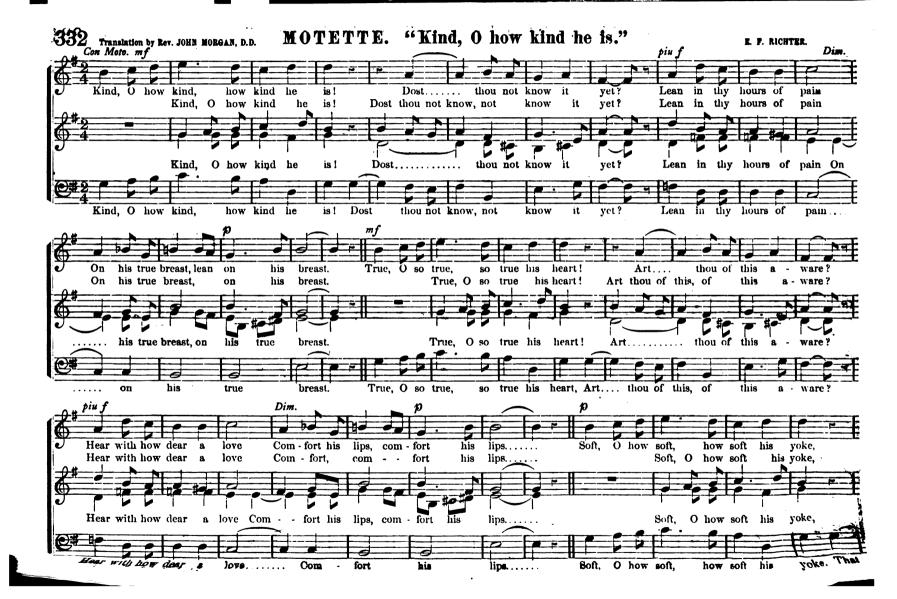


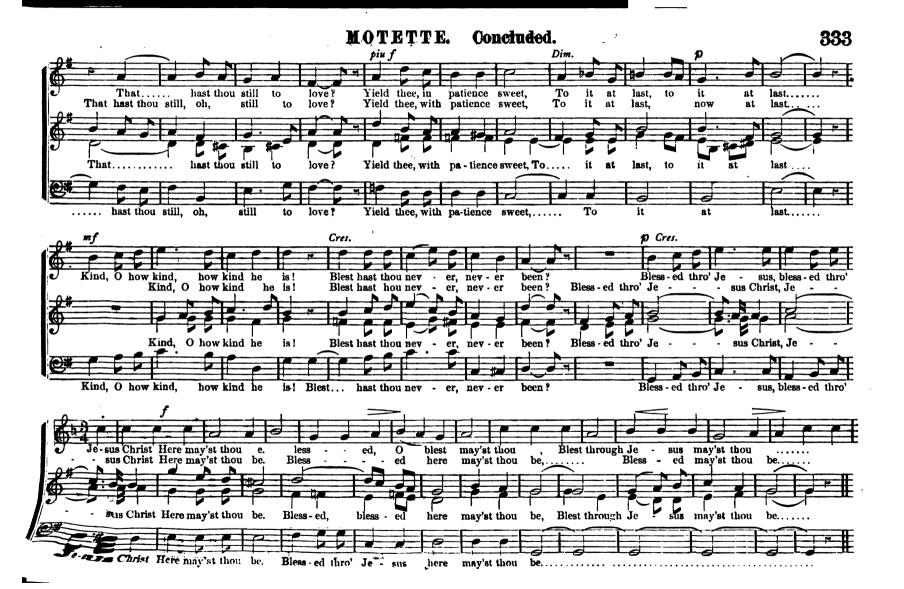










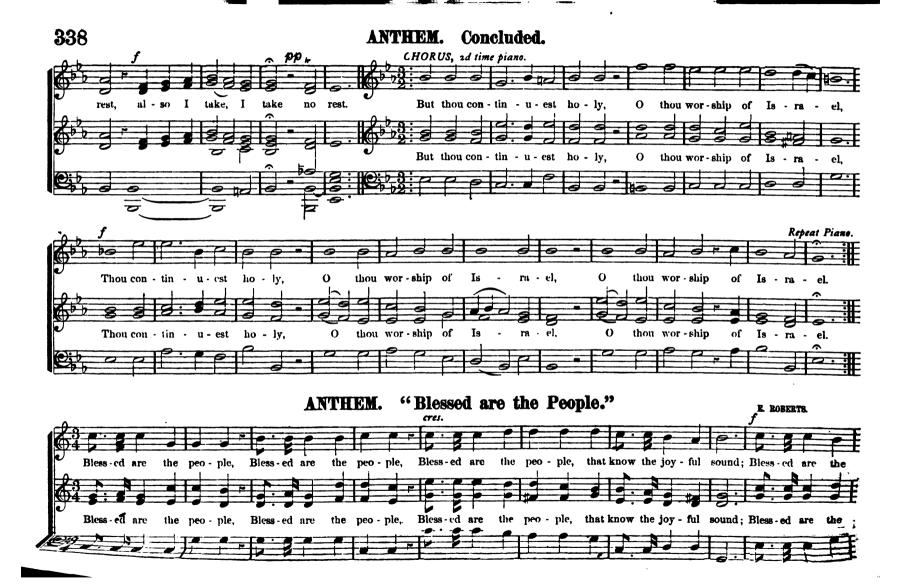










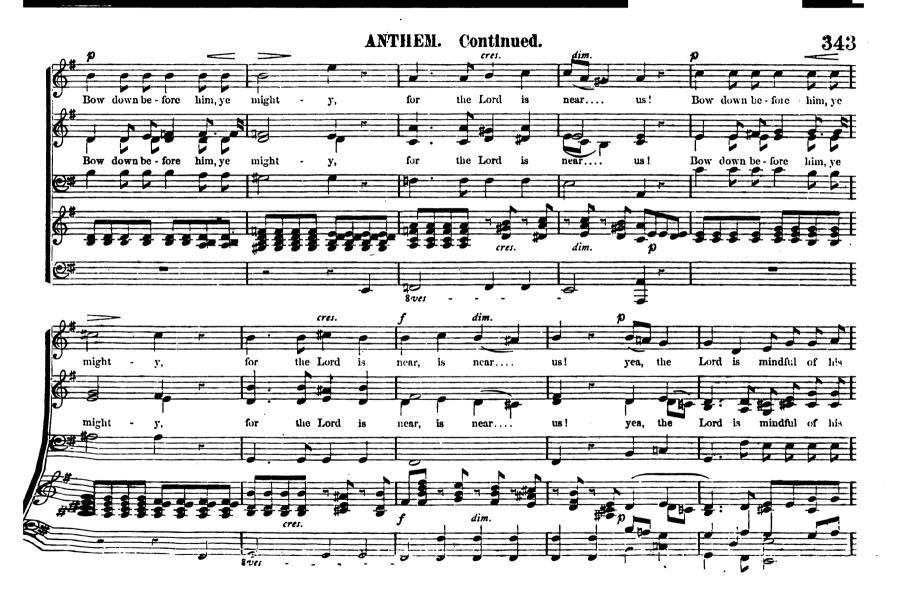














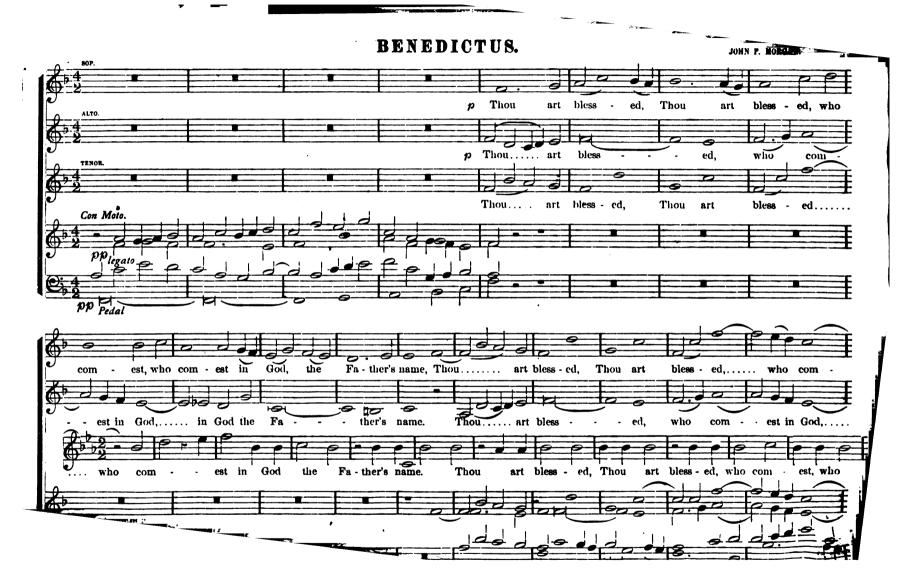










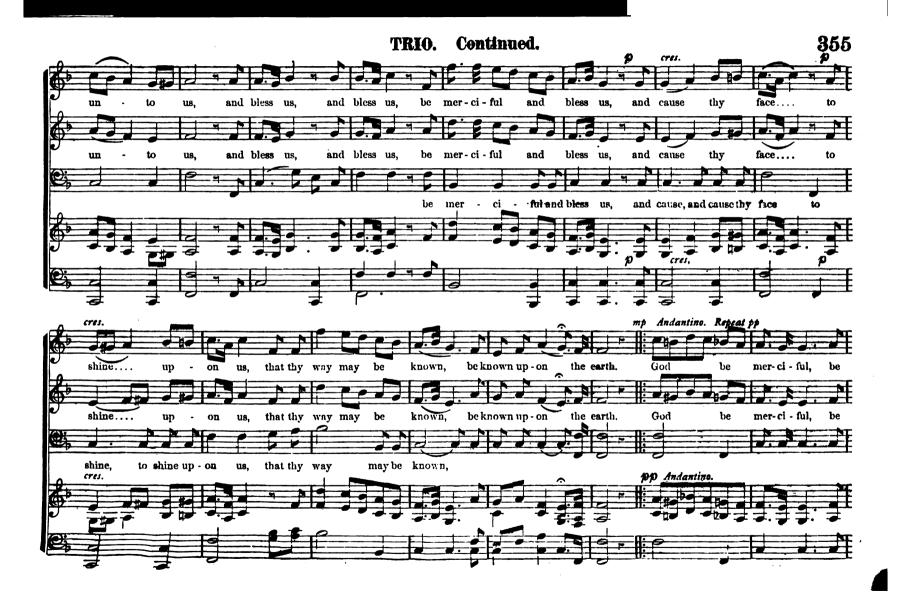


















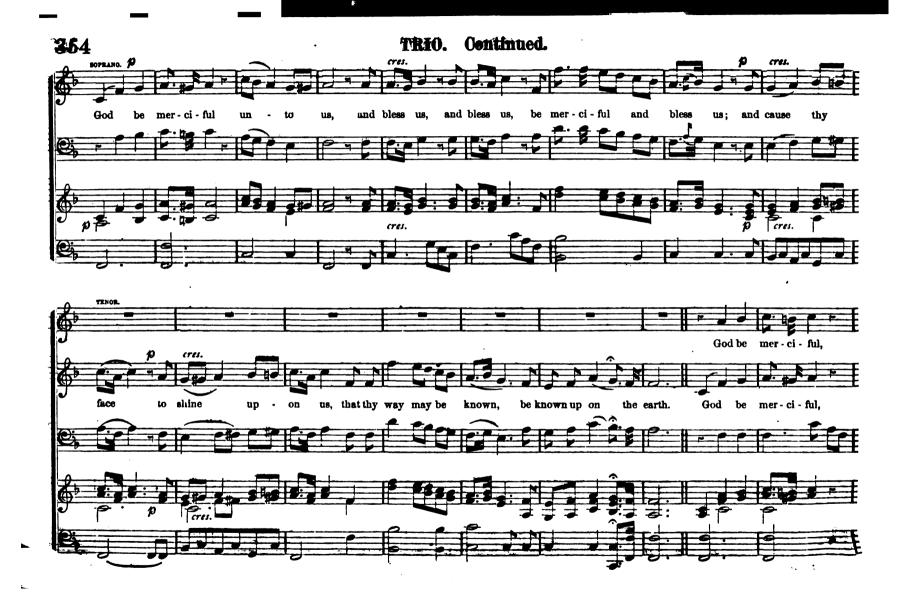




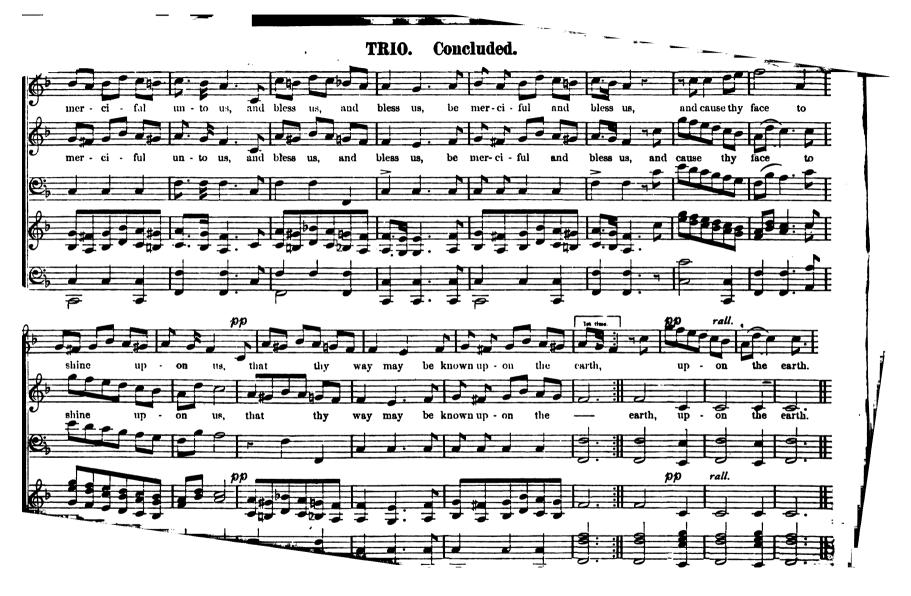


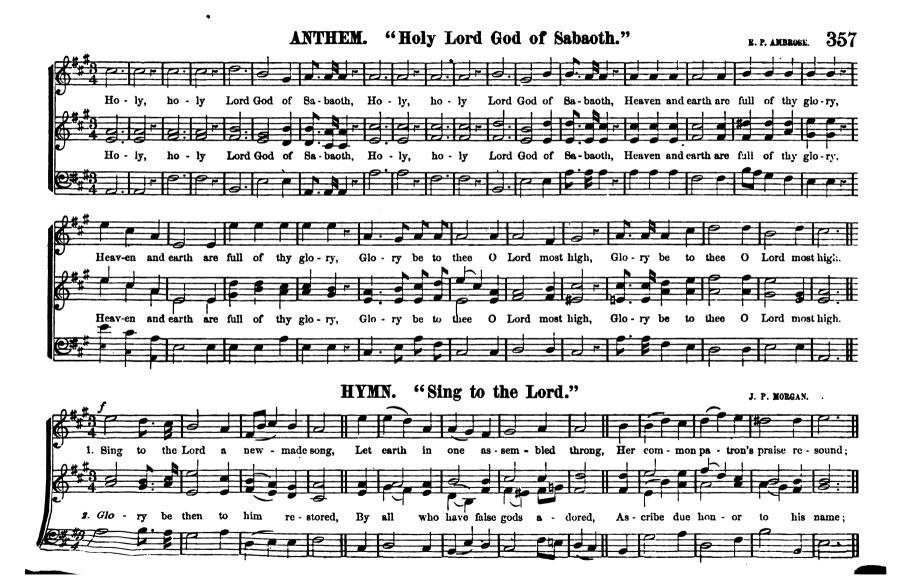






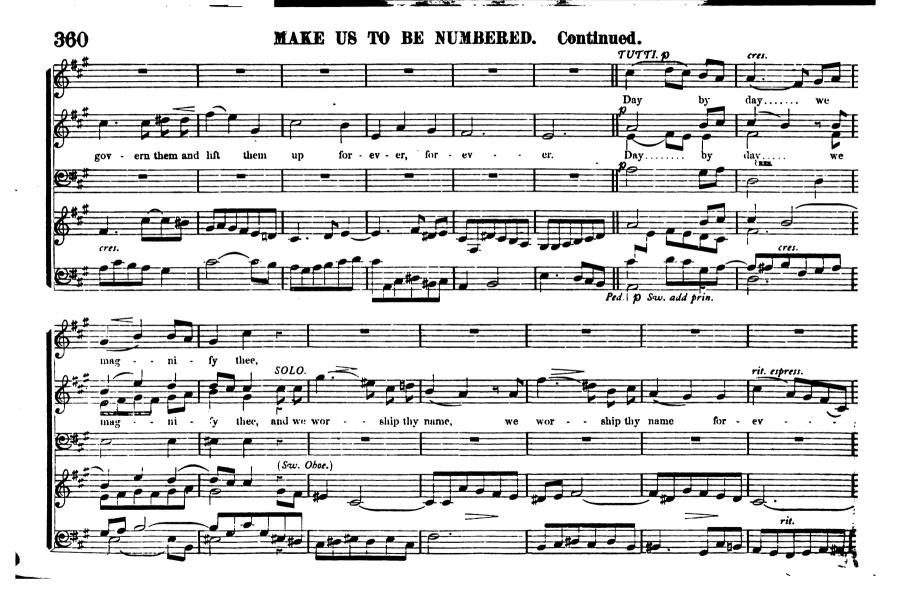




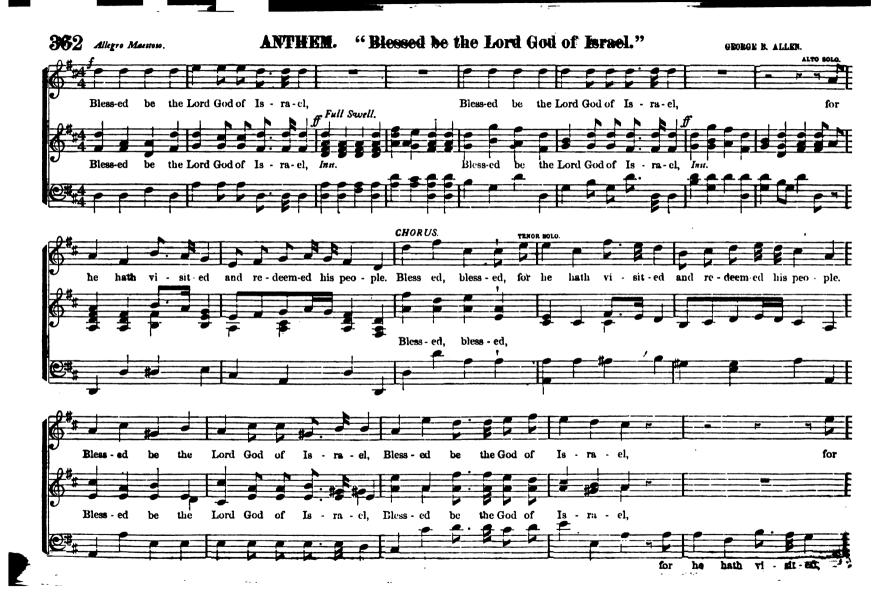


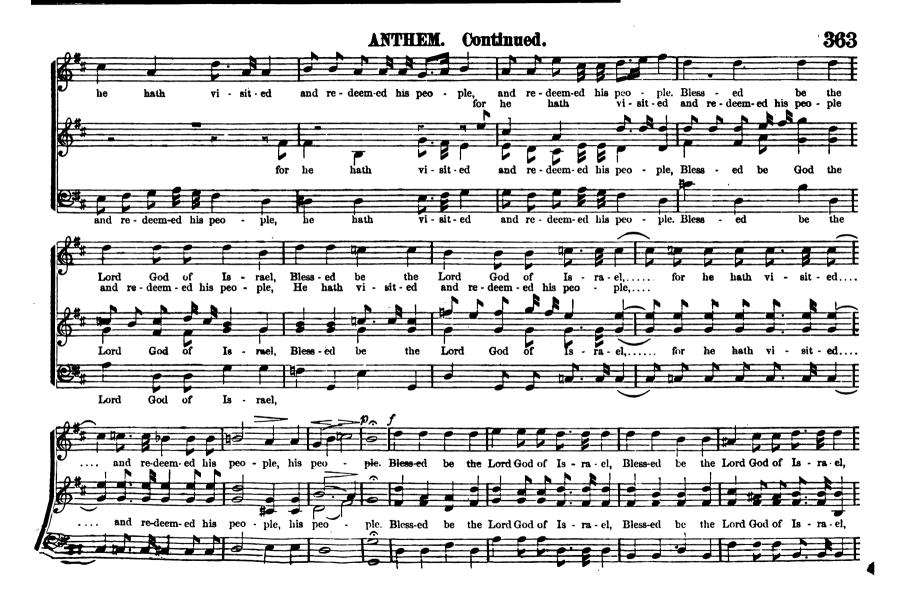








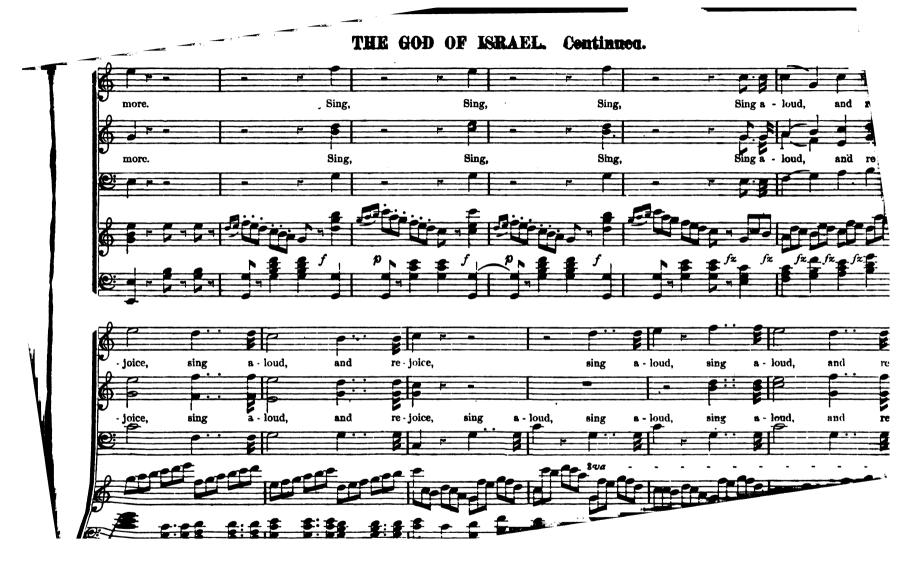




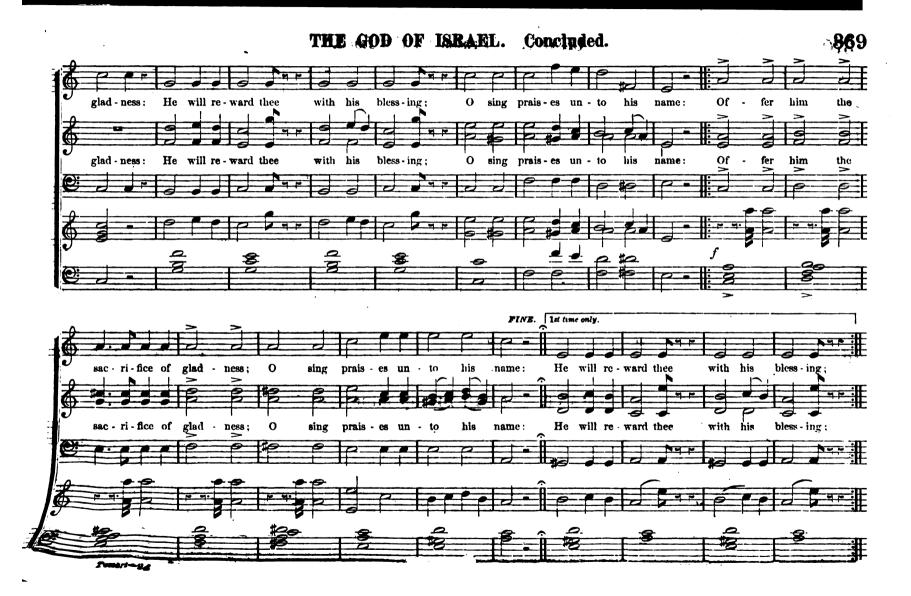
Concluded. 364 ANTHEM. hath vi - sit - ed and re - deem - ed his the Lord God of Is - ra - el, for he peo - - ple. the Lord God of Is - ra - el, for he hath vi - sit - ed and re - deem - ed his the Lord God, the God of Is - ra - el, he hath vi - sit - ed and re - deem - ed for Bless - ed the Lord God, the God of Is - ra - el, for he hath vi - sit - ed and re - deem - ed the God, the Lord God, the God of Is - ra - el, the God - deem - ed his peo - ple. Bless - ed be A · men. deem' - ed his peo - ple. Bless - ed God Is - ra - el. A - men. the Lord,.....

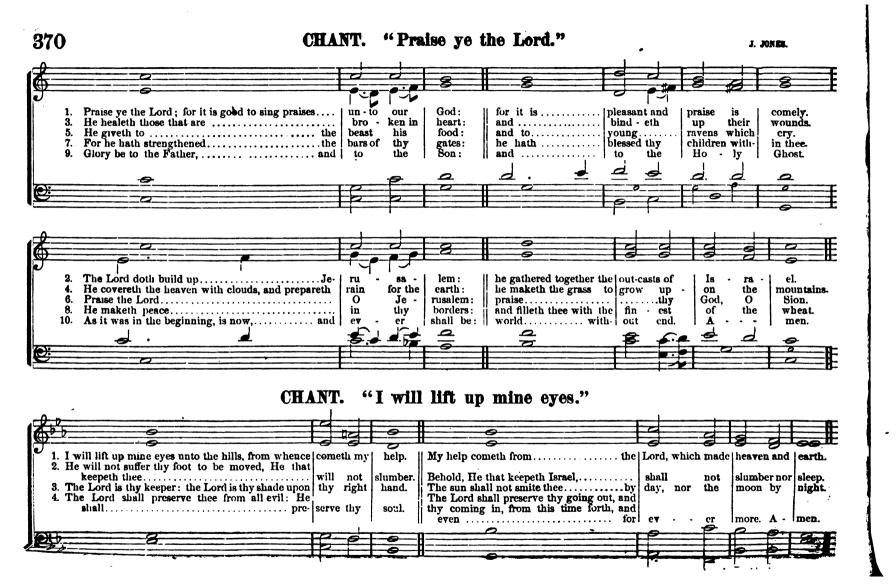


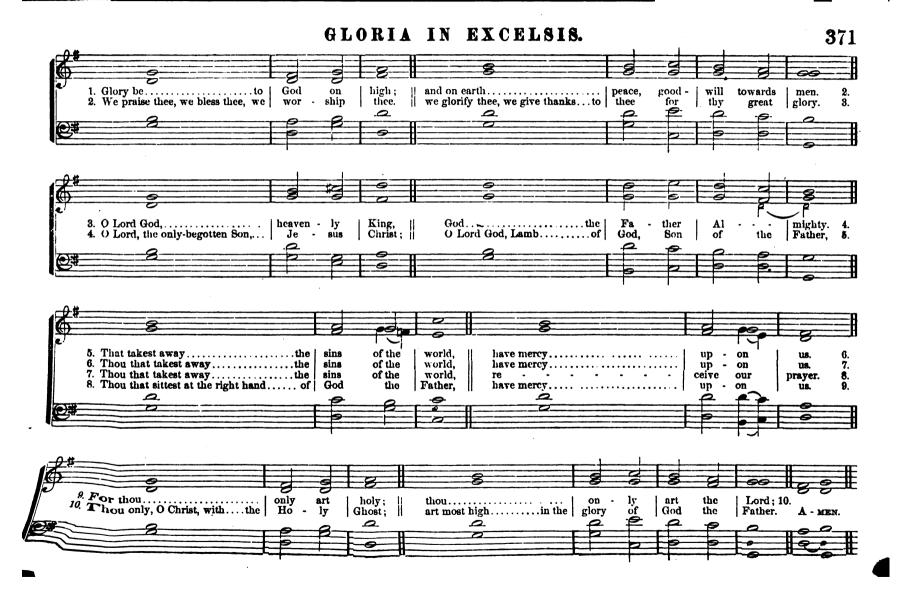


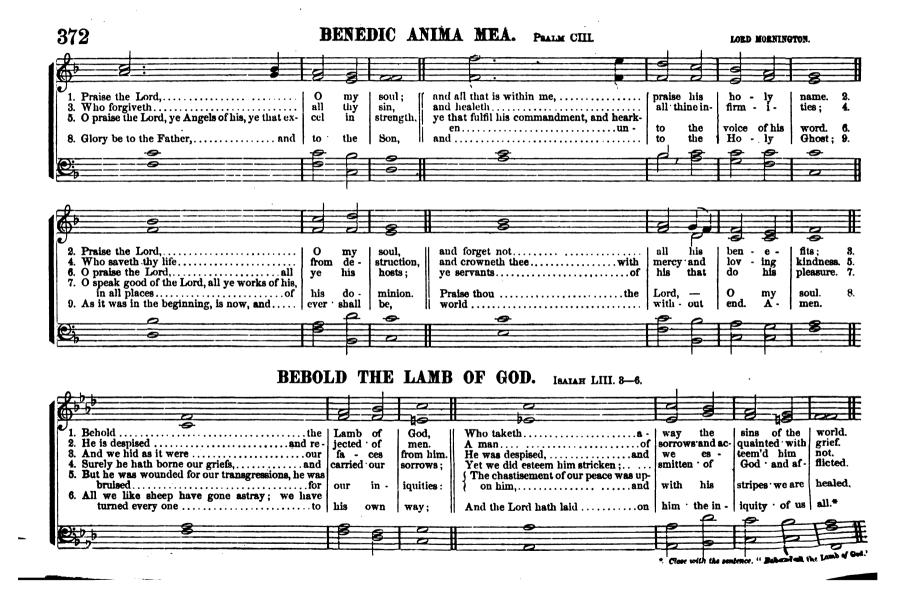






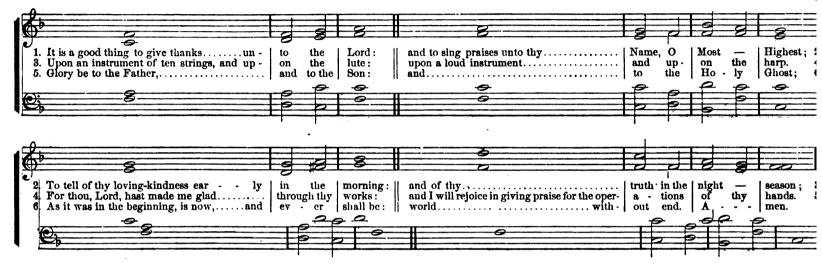




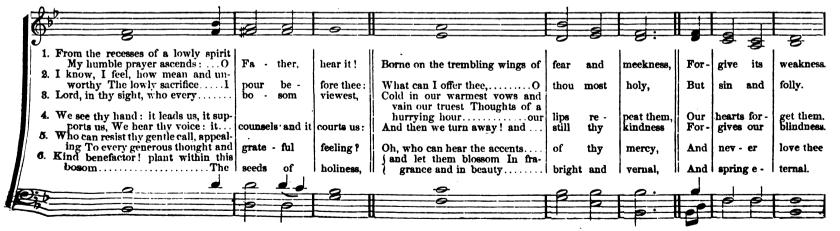




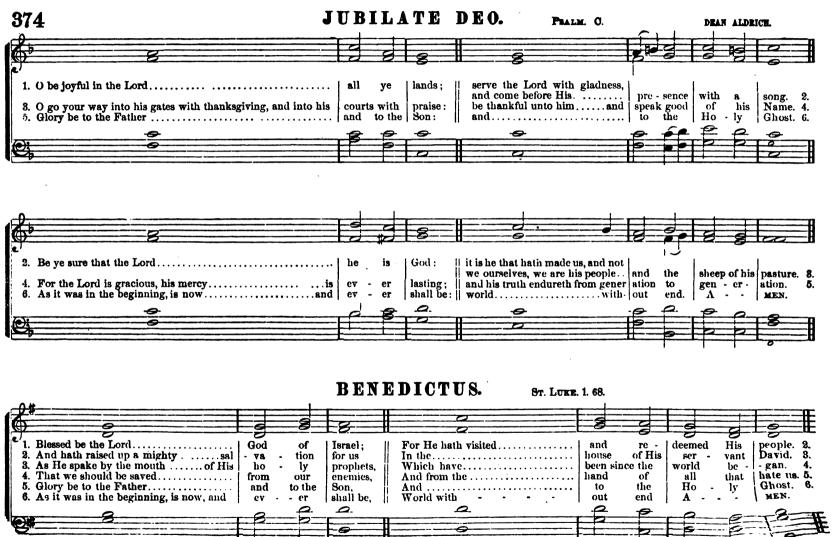




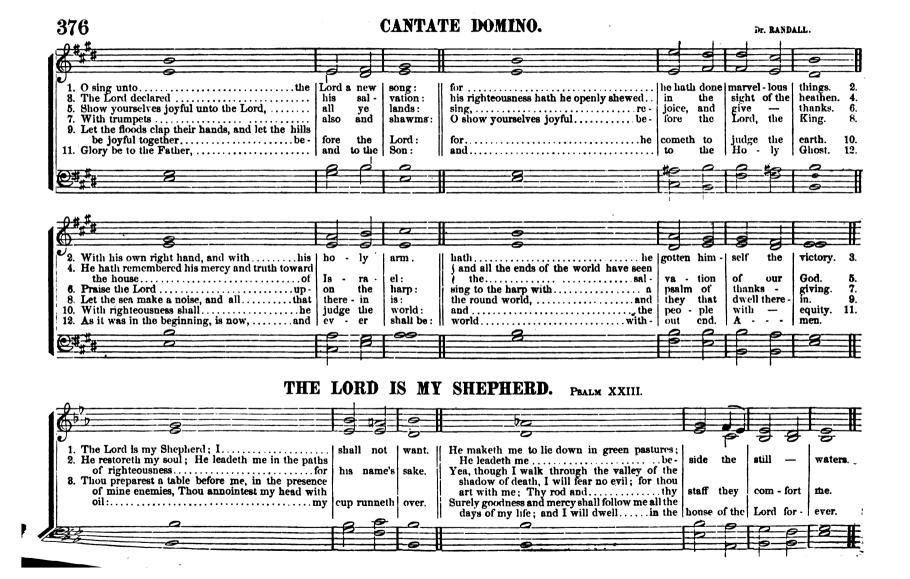
#### HYMN CHANT. "From the recesses of a lowly spirit."

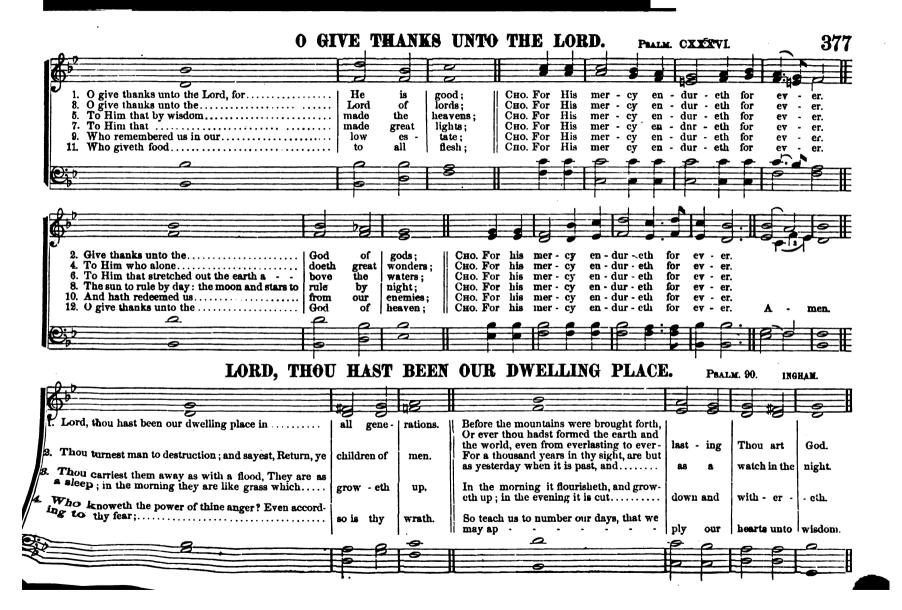


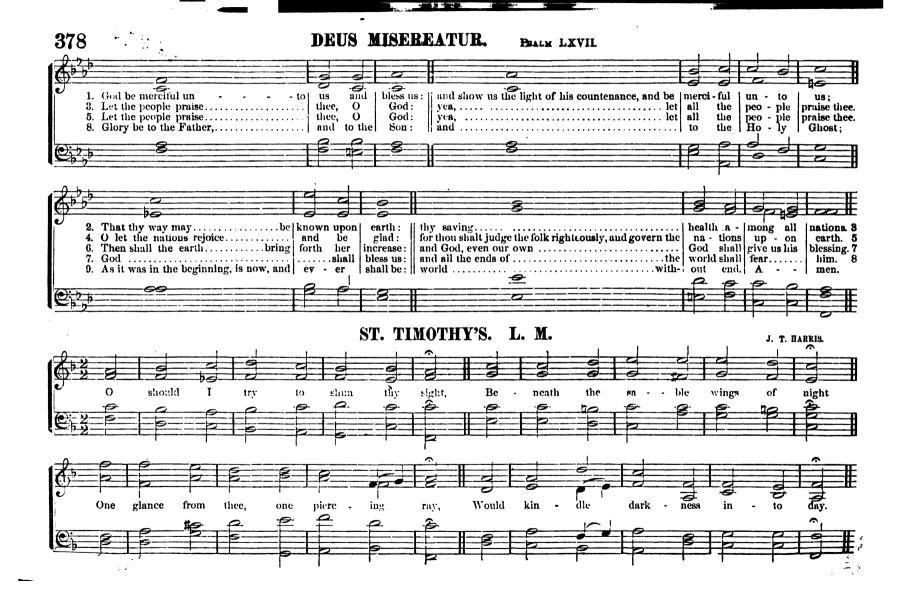




The 9th verse, "For he cometh," &c., should be sung to the last half of the chant







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